The ILLINOIS STATE NORMAL UNIVERSITY ❧ NORMAL, ILL.

The NORMAL SCHOOL QUARTERLY

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JULY, 1912

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CALENDAR FOR 1912-13

The school year of forty-eight weeks is divided into three terms of twelv weeks each, and two summer terms of six weeks each.

Summer Session, 1912

Monday, June 10—First Term begins.
Monday, July 22—Second Term begins.
Wednesday, August 28—Second Term ends.

Fall Term, 1912

Monday, September 2—Opening of Training School
Monday, September 9—Fall Term begins.
Wednesday, November 27—Fall Term ends.

Winter Term, 1912-13

Monday, December 2—Winter Term begins.
Wednesday, December 18—Semi-annual Meeting of the Board of Education.
Friday, December 20—Annual Contest of the Literary Societies.
Saturday, December 21—Recess of two Weeks.
Thursday, January 6, 1913—Winter Term resumes.
Tuesday, February 18—Founders' Day Celebration.
Saturday, February 22—Annual Contest in Oratory.
Friday, March 7—End of Winter Term.
Vacation of nine days.

Spring Term 1913

Monday, March 17—Spring Term begins.
Friday, April 25—Oshkosh-Terre Haute-Normal Debate.
Wednesday, June 4—Annual Meeting of the Board of Education.
Thursday, June 5—Annual Commencement Exercises.

Summer Session, 1912

Monday, June 9—First Summer Term begins.
Monday, June 21—Second Summer Term begins.
Wednesday, August 27—Second Summer Term ends.
Monday, September 8—Beginning of Fall Term of year 1913-14.

FACULTY

DAVID FELMLEY, A. B., LL. D., President,
School Administration.

HENRY McCORMICK, Ph. D., LL.D., Vice-President,
Professor of History and Civics.

ORSON LEROY MANCHESTER, A.M., LL.D., Dean,
Professor of Languages and Economics.

J. ROSE COLBY, Ph.D.,
Professor of Literature.

MANFRED JAMES HOLMES, B.L.,
Professor of Pedagogy and History of Education.

GEORGE HENRY HOWE, Ph.D.,
Professor of Mathematics.

DOUGLAS CLAY RIDGLEY, A.B.,
Professor of Geografy,

EDWIN ARTHUR TURNER, A.M.,
Director of the Training School.

JOHN LOSSEN PRICER, A.M.,
Professor of Biological Sciences,

ADNAH CLIFTON NEWELL, B.S.,
Director of Manual Training.

CLARISSA ELIZABETH ELA,
Teacher of Art.

FREDERICK DELOS BARBER, B.S.,
Teacher of Physics.

ELMER WARREN CAVINS,
Teacher of Penmanship and Orthografy.

FRANK WILLIAM WESTHOFF,
Teacher of Music.

ALICE JEAN PATTERSON,
Teacher of Nature Study.

OLIVE LILLIAN BARTON, A. B.,
Assistant in Mathematics and Acting Dean of Women.

GRACE ARLINGTON OWEN, A.M.,
Teacher of Reading.

GEORGE ALEXANDER BARKER, M.S.,
Assistant in Geografy and History.

CARRIE ALBERTA LYFORD,
Teacher of Household Science.

WILLIAM ANDREW LAWRENCE BEYER, A.M.,
Assistant Professor of History.

HARVEY ANDREW PETERSON, Ph.D.,
Teacher of Psychology.

HOWARD WILLIAM ADAMS, B.S.,
Teacher of Chemistry.

EDITH IRENE ATKIN, A.B.,
Assistant in Mathematics.

ALICE AMES BALLARD,
Director of Physical Education for Women,

EDWIN BARLOW EVANS, A.B.,
Teacher of Public Speaking.

HENRY HARRISON RUSSELL,
Director of Physical Education for Men.

IRWIN ARTHUR MADDEN, B.S.,
Teacher of Agriculture.

MABEL CARNEY,
Director of Country School Department.

LILLIAN KEAL SABINE, A.B.,
Teacher of Rhetoric.

LAURA FOWLER HAYES, Ph.M.,
Teacher of Grammar.

CLARINDA CHAPMAN RICHARDS, B.S.,
Teacher of Design.

HELEN LARUE SCHURTZ,
Director of Household Art.

ANNETTA BELLE COOPER, B.Ed.,
Assistant in Household Art.

KATHERINE HEALY, A.M.,
Teacher of Latin.

CHARLOTTE LOUISE REICHMANN, A.M.,
Teacher of German.

MERTON JOSEPH LYON,
Assistant in Manual Training.

JEAN STEWART, B.S.,
Assistant in Household Science.

HAZEL BRACKETT,
BERNICE HART,
Assistants in Gymnastics.

FRED TELFORD,
Principal of the High School.

CLARA MAUD PENSTONE, Ph.B.,
FRANCES MILTON MOREHOUSE, A.B.,
Teachers in the High School.

WILLIAM SCOTT GRAY,
Principal of the Training School.

FRED THEODORE ULLRICH,
Training Teacher Eighth Grade.

LORA MARY DEXHEIMER,
Training Teacher Sixth Grade.

EDITH BICKELL BROWN, A.B.,
Training Teacher Fifth Grade.

JESSIE MAY DILLON,
Training Teacher Fourth Grade.

FRANCES ELLEN FOOTE,
Training Teacher Third Grade.

LURA MARY EYESTONE, B.S.,
Training Teacher Second Grade.

NELLIE CATHERINE THOMPSON,
Training Teacher First Grade.

MARGARET E. LEE,
Director of the Kindergarten.

BRUNO NEHRLING,
Gardener.

ANGELINE VERNON MILNER,
Librarian.

CLARA GELTMACHER,
ELIZABETH HAMILTON DAVIS,
Assistant Librarians.

FLORA PENNELL DODGE,
LOTTIE LAVONNE HAYES,
Stenografers.

ZONA BELLE McDOWELL,
Clerk and Registrar.

Extra Teachers for Summer School

—1912—

GEORGE M. POTTER, A.M.,
GERTRUDE M. LONGENECKER, A B.,
Education.

HARRY DWIGHT WAGGONER, A.M.,
JOHN HAMILTON WHITTEN, A.M.,
CLARENCE BONNELL,
Biology.

VERGIL C. LOHR, A.B.,
CLARENCE ELMER DEBUTTS, A.M.,
GEORGE DOUGLAS MOUNCE, B.S.,
JAMES HENRY SMITH,
Physical Science.

HENRY HUGH EDMUNDS,
WILLIAM WRIGHT McCULLOCH,
CARLTON DURWARD GARLOUGH, A.M.,
GEORGE ANDREW HARPER, A.B.,
Mathematics.

MYRTLE GENTRY,
English Grammar.

MABEL CLAIRE STARK, A.B.,
Geografy.

SILAS ECHOLS, A.B.,
JOHN ARTHUR STRONG, B.E.,
History and Civics.

HELEN FLORENCE ZURAWSKI,
Reading.

IDA M. WINDATE,
SUSAN ELMA WILCOX, B.S.,
WILLIAM AUGUST OTTO, A.B.,
Literature.

HELEN VEEDER JOHNSON,
LAURA VAN PAPPELENDAM,
Art Instruction.

ETHEL MAGNOLIA GREEN,
Primary Methods.

Faculty Committees

Alumni—Mr. McCormick, Mr. Pricer, Miss Penstone, Miss Cooper.
Athletics—Mr. Russell, Mr. Holmes, Miss Ballard, Mr. Lyon.
Advanced Standing—Miss Colby, Mr. Manchester, Mr. Peterson.
Bildings—Mr. Newell, Mr. Barber, Miss Ela.
Bulletins and Printing—Mr. Holmes, Mr. Adams, Miss Sabine.
Campus—Mr. Pricer, Miss Patterson, Mr. Madden.
Christian Work—Mr. Adams, Miss Barton, Miss Dillon, Miss Stewart.
Course of Study—Mr. Manchester, Mr. Howe, Miss Colby.
Disciplin—Mr. McCormick Mr. Manchester, Mr. Russell, Miss Barton.
Entertainments—Mr. Ridgley, Mr. Barker, Miss Atkin, Miss Hart.
Faculty Club Programs—Miss Owen.
Faculty Receptions—Miss Ela, Miss Thompson, Miss Lyford, Miss Schurz.
Graduating Exercises—Miss Owen, Miss Ela, Mr. Adams.
Lecture Association—Mr. Beyer, Miss Owen, Mr. Evans.
Library—Miss Colby, Mr. Turner, Mr Peterson, Mr. Ridgley, Miss Penstone.
Model School—Mr. Turner, Miss Dexheimer, Mr. Howe.
Music—Mr. Westhoff, Miss Barton, Mrs. Brown.
Oratorical Association—Mr. Evans, Miss Owens, Mr. Beyer, Mr. Lyon.
Playground—Mr. Gray, Miss Ballard, Miss Lee.
Publicity—Mr. Ridgley, Miss Richards, Miss Morehouse.
Reception of New Students—Mr. Howe, Miss Hart, Mr. Westhoff, Miss Hayes, Miss Morehouse.
Records—Mr. Cavins, Mr. Turner, Mr. Beyer.
Recommendations—Mr. Turner, Mr. Holmes, Miss Carney.
Social Life—Miss Hayes, Miss Thompson, Miss Ballard.
Students Loan Fund—Mr. McCormick, Mr. Cavins, Miss Barton.
Student Publications—Miss Sabine, Mr. Beyer, Mr. Barker.
Student Welfare—Miss Barton, Mr. Cavins, Mr. Russell.
Substitutions—Mr. Manchester, Mr. McCormick.
Philadelphian Society—Mr. McCormick, Mr. Westhoff, Mr. Evans.
Wrightonian Society—Mr. Barber, Miss Atkin, Miss Patterson.
Sapphonian Society—Miss Colby, Miss Richards, Miss Foote.
Ciceronian Society—Mr. Evans, Mr. Ullrich, Mr. Madden.
Girls Debating Society—Miss Healy, Miss Atkin, Miss Reichmann.

HISTORICAL SKETCH

THE ILLINOIS STATE NORMAL UNIVERSITY was establisht by the General Assembly February 18, 1857, to prepare teachers for the public schools of Illinois. The School was opend October 3, 1857, in Major's Hall in Bloomington with three teachers and nineteen students. It was the first state normal school in the Mississippi Valley. In 1860 the school was removed to its new quarters, then the finest normal school bilding in the United States. This structure had been erected at a cost of $120,000 of which $65,000 was paid by the state. The city of Bloomington and county of McLean had contributed in lands and moneys $141,000.

In 1889 a separate heating plant was erected, a training school bilding in 1891, a library and gymnasium in 1896, a plant house in 1905, a manual arts building and auditorium in 1909. A new bilding is now in process of erection to house the Training School and the University High School. The present value of the bildings and grounds is not less than $450,000.

For fifty-three years the state normal school has been doing the work for which it was establisht. Of its twenty-one thousand students almost all have taught some time in the schools of Illinois. Its graduates are to be found in almost every state from Boston to the Golden Gate. Many have attaind the highest eminence in educational work. The yearly demand for teachers who have received their training in this school is much larger than can be supplied.

From 1860 until 1894 a high school was maintaind as a department of the Model School. Its thoro instruction in the ancient languages won high reputation. In 1906 the high school was restored, but its chief emphasis is now laid upon modern science, agriculture, and the manual arts. In 1908 was establisht a Teachers College with advanced courses leading to a professional degree.

The Normal University has expanded with the growth of the public school system. While normal schools are not the exclusiv agency for the training of teachers, yet they are the state's chief agents, and as such they must bild up the professional spirit, establish the standards, create the ideals, send out the men and women whose call is to educational leadership.

The ordinary income of the institution has now reacht $120,000. Its regular faculty numbers forty-one teachers. Its annual enrolment 2064 students, besides 155 in the high school and 423 in the model school. Its courses of study have multiplied to meet the varying needs of students, and to train special teachers of art, music, household science, manual training, and agriculture.

LOCATION

The Normal University is located at Normal, a town of 4000 inhabitants at the intersection of the Chicago and Alton and Illinois Central Railroads. The situation is helthful, the site high and well-draind; the town is provided with excellent water, sewers, paved streets, gas, and electric lights. Commodious homes and boarding houses for 1000 students stand within easy walking distance of the school. Normal is a very desirable place of residence for people who value educational advantages. The charter provides that intoxicating liquors shall never be sold within the limits of the town. An electric railway with cars every ten minutes connects Normal with Bloomington, two miles to the south. Bloomington is one of the most conveniently accessible cities in the state. Its numerous railroads and interurban electric lines make it the commercial center of one of the most fertil and welthy regions of the state. More than two-thirds of the population of Illinois live within four hours ride of this city.

HOW TO REACH NORMAL

The Illinois Central and the Chicago & Alton are the only railroads in Normal, but whenever it is possible students on other lines should buy their tickets and check their baggage thru to Normal. Students coming to Bloomington; on the Big Four or Lake Erie and Western are advised to check their baggage to the Chicago & Alton Station in Bloomington; they may then leave the train at this station and recheck their baggage to Normal at a cost of six cents, the price of a ticket to Normal.

Students coming to Bloomington on the limited trains of the Chicago & Alton, or the Big Four, or Lake Erie and Western, or the interurban lines of the Illinois Traction System may reach Normal by street cars, These run from all railroad stations to the Court House square, whence a transfer may be taken to the *Park Street* or *Fell Avenue* cars, which run to the Normal University.

The fee for delivering baggage from Normal station is twenty-five cents; from Bloomington fifty to seventy-five cents. Baggage should bear a card with the owner's name and address.

BILDINGS AND EQUIPMENT

The Main Bilding, an imposing structure 100 by 160 feet surmounted by a clock tower, contains the offis and reception rooms, the study hall, the society halls, and eighteen class rooms.

The Gymnasium Bilding, 100x125 feet, constructed of Bedford limestone, contains on the first floor the Gymnasium, baths, and dressing rooms; on the second floor the library and reading room; on the third floor the biological laboratories and museum, The Training School Bilding is a substantial brick structure 80x96 feet. On the first floor is the offis of the supervisor, the kindergarten room, and four school rooms. On the second floor are rooms for the grammar grades and seven recitation rooms.

The Manual Arts Bilding contains a modern auditorium with seating for 1115 persons, a science lecture room, three laboratories for chemistry and physics, four rooms for domestic economy, three for the art department and six for manual training besides offises and storerooms. This bilding is provided with the best equipment, ample for the preparation of special teachers of these branches.

The new Training School Bilding will contain a high school assembly room 48x72 feet, with five high school class rooms, eight school rooms and eight class rooms for the elementary school, a kindergarden 28x70, laboratories for agriculture and natural science, four rooms for domestic science, twelv offises, play rooms, rest rooms, etc. It is intended to be a model bilding in all its hygienic and sanitary arrangements.

The new physical and chemical laboratories are supplied with modern equipment and a good stock of apparatus adapted to the needs of advanced students.

The psychological laboratory is provided with an abundance of appliances for experiment and demonstration.

The department of biology, because of the former location here of the State Museum of Natural History, has at its disposal a working collection of zoological and botanical material much larger than that found at similar institutions. The laboratories are equipt with twenty-four compound microscopes of modern type. Apparatus for the preparation of permanent microscopic mounts of plant and animal tissues has been instald recently. The equipment for human physiology is exceptionally ample. The new green houses are a valuable asset in connection with the work in botany, and new apparatus for experiments in plant life is used here by students preparing to teach botany in higher schools. An ample supply of field glasses is provided for bird study.

The geografical equipment includes relief models of the United States and Europe, a complete set of Sydow-Habenicht relief maps, charts of the United States topografic, coast and geodetic surveys, a collection of rocks, minerals, and other specimens, meteorological instruments, numerous exhibits illustrating industrial topics, and a large collection of pictures relating to this subject including several thousand stereografs and stereopticon slides.

A school garden of two and one-fourth acres, and a spacious green house in care of an experienced gardener, afford excellent facilities for experiment and instruction in horticulture and floriculture. A farm of ninety-five acres belonging to the institution is used for demonstration and experiment in connection with the courses in agriculture.

The Manual training shops are supplied with lathes, jointer, planer, band saw, circular saws, all driven by electric motor, and an abundant equipment of minor tools for wood and metal working.

The well-shaded campus of fifty-six acres contains over one hundred species of trees and shrubs. Its open spaces affords abundant room for tennis and other athletic sports.

There is a valuable reference and circulating library of 21,000 bound volumes and 11,000 pamflets. This collection is especially rich in juvenil books and in the literature of education. The books have been carefully selected and indext and now constitute a very complete working library.

The department is open eleven hours of every school day and four hours on Saturday and during vacations. The librarian and assistants are always in attendance. The librarian gives instructions in the use of the library in a set of ten practical lessons. It is the aim of the teachers and librarian to help students to the use of books, and to give them the best assistance in doing their reference work.

The library is supplied with the leading American periodicals.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

There are five literary societies connected with the school—the Philadelphian, the Wrightonian, the Ciceronian, the Sapphonian, the Girls' Debating Club. These are in flourishing condition, and afford abundant practis in oratory, debate, dramatics, and parliamentary usage. These societies have well-furnisht rooms set aside for their use.

CHRISTIAN ASSOCIATIONS

New Students will receive a harty welcome to the Young Men's and Young Women's Christian Associations of the Normal School. These organizations are vigorous and activ, and seek earnestly to promote the spiritual welfare of the students. While they are separate organizations, union meetings are regularly held.

ORATORICAL ASSOCIATION

The purpose of this association is the cultivation of oratory and declamation. The winners of the annual contest in oratory and declamation receive the Richard Edwards medals, establisht in honor of the second president of the institution. The successful contestant in oratory represents this institution in the contests held in March of each year under the direction of the State Leag of Normal Schools. This Association conducts also annual debates with the State Normal school at Oshkosh and Terre Haute.

THE ATHLETIC ASSOCIATION

This organization has general control of student athletics in conjunction with the director of the gymnasium.

THE LECTURE ASSOCIATION

Three members of the faculty, four students, the pastors of the various churches in Normal and the city superintendent of schools constitute a lecture board, to provide a course of high-class lectures and concerts at low cost. The activ management of the course is in the hands of the student members. In 1912-13 ten entertainments will be given for one dollar.

MUSICAL ORGANIZATIONS

The University Choral Club.—Among the student organizations there is no other which attracts so large a number of young men and women as does the Choral Club. Its membership, which varies somewhat from term to term, numbers from seventy to ninety.

The club has its constitution and by-laws and is officerd by members of its own body, elected at the beginning of each term. The club gives three concerts each year, singing selections from standard operas, oratorios, and cantatas.

Glee Club.—A number of students have organized glee clubs, one for men, the other for women, which meet regularly for practis.

The Orchestra.—It is the purpose of this organization to give students who play upon an instrument an opportunity for practis in concerted playing.

Rehersals are held regularly and such music as is suitable for the social functions of the school is prepared.

The musical organizations are under the direction of the teacher of music.

THE DRAMATIC CLUB

The Dramatic Club of the Illinois State Normal University was founded in 1909. Its players are drawn from the entire student body, and the casting of characters is determind by the Directors from work done in class, on special programs, and from numbers given at the Literary Societies. In the past two years the Club has given two Shaksperean plays, four modern comedies, and two original plays. The Senior and Junior Class Plays are the culmination of the year's work in dramatics.

STUDENT PUBLICATIONS

The Vidette is a 16-page weekly fild with local news, alumni notes, and practical and interesting matter on school topics contributed by faculty and students. It is under the management of the Vidette Board elected by the students of the various classes.

The Index, publisht annually by the senior class, contains detaild information in regard to the various student organizations.

The Alumni Quarterly is a 32-page magazine intended to keep alumni in touch with the life of the institution.

ORGANIZATION

The Illinois State Normal University comprises four schools:

The Normal School,
The Teachers College,
The Elementary Training School,
The University High School.

The Normal School is intended to prepare teachers for graded elementary schools, rural schools, and village schools. It provides for high-school graduates programs two years in length for primary teachers, for upper-grade teachers, and for special teachers of art, manual training, household science, household art, and agriculture; and programs one year in length in public school music, and in kindergarten theory and practis. It provides also three-year, four-year, and five-year programs for students of lower preparation, all leading to the normal school diploma. One-year and two-year programs are provided to prepare country-school teachers.

The Teachers College is intended to prepare high school teachers, supervisors, principals, and superintendents, whose duties require a more extended preparation than the normal-school courses. It provides full four-year programs beyond the high school, leading to the professional degree, Bachelor of Education.

The Elementary Training School consists of a kindergarten and eight grades. It is intended to serv as a model school for observation and training for students of the Normal School and Teachers College

The University High School is provided primarily for holders of township scholarships who are too young to enter the Normal School, or who do not intend to prepare for teaching. Some additional students are admitted on payment of tuition. It is a school of observation and training for students in the Teachers College.

CONDITIONS OF ADMISSION TO THE NORMAL SCHOOL

Students are admitted to the Normal School upon presentation of the following evidences of scholarship:

1. A high school diploma.
2. A teachers certificate.
3. A certificate of attendance at another state normal school.
4. A township scholarship under the Lindly Act. This act provides for an annual examination in each township adapted to graduates of the eighth grade. The candidate making the highest average in his township is awarded by the State Superintendent of Public Instruction a scholarship good for four years at any state normal school.
5. A county diploma or certificate of graduation from the eighth grade.
6. A statement from proper school authorities showing that one or more years of high school work has been completed.

Persons not provided with the foregoing credentials may arrange for admission by correspondence with the president. In doubtful cases an examination in the common branches will be given by the faculty. This examination is held on the first day of the term.

Young men to enter the normal school must be at least seventeen years of age; young women sixteen. Students not of the required age are assignd to the grammar school or high school until they reach the maturity desired.

To obtain free tuition, students who are not holders of township scholarships are required to sign a declaration of their intention to devote themselves to teaching in the public schools of Illinois for as long a period as they attend the Normal School.

Students may enter at any time, provided they are competent to take up the work then in progress. It is better to enter at the beginning of a term. In all but the special programs classes are provided each term for students beginning the course of study.

CREDIT FOR WORK IN OTHER INSTITUTIONS

For all work done in other state normal schools and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other higher institutions is granted upon adequate proof that such work is a satisfactory substitute for courses offered here. No student is expected to mark time by repeating work well done elsewhere.

SPECIAL STUDENTS

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the training school until they have had preliminary courses in general pedagogy.

ENROLMENT

The first day of each term except the summer term is devoted to the enrolment of new students, to the examination of students for advanced standing, or to complete the work of the preceding term. New students should be present in the morning to present their credentials to register in the offis, to pay their term fee, to consult with the appropriate committee in regard to their program of studies, to enrol with the director of the gymnasium, and to consult with teachers in regard to their studies, so far as may be desirable.

Students arriving in Normal on the first day of the term or the preceding Saturday will be met at the railroad station or street car by students wearing the red badges of the Young Men's or Young Women's Christian Associations, who will assist the new comers in finding suitable boarding places.

Students arriving at other times are advized to come directly to the offis of the President.

ACCREDITED HIGH SCHOOLS

Graduates of high schools with four-year courses accredited to the University of Illinois are admitted to Section F, and a course of study leading to graduation in two years, if their high school course, as attested by certificate of the principal, has included the work stated below.

ALGEBRA—At least one year's work, including quadratics.

GEOMETRY—One year's work, including all of plane geometry as treated in ordinary high school text books.

PHYSICS—One year's work, including laboratory practis.

CHEMISTRY—One half year's work including laboratory practis.

ZOOLOGY—One half year's work.

BOTANY—One half year's work.

PHYSIOLOGY—One half year's work.

PHYSICAL GEOGRAFY—One half year's work.

CIVIL GOVERNMENT (of the United States and of Illinois)—One half year's work.

GENERAL HISTORY—One year's work, including Ancient History and either Medieval History, or English History.

LITERATURE—Daily practis in composition for one year or its equivalent. Elementary instruction in the principles of rhetoric, and at least two years' work with daily recitations in the study of complete masterpieces in prose and poetry.

The work stated above is the minimum in each branch. It is expected that each student shall have done more work in some of the subjects.

Graduates of accredited high schools who have not completed all the work described above will be admitted to Section F, in all branches in which they comply with the conditions stated above. The omitted courses may be taken in the regular normal classes in such subjects.

If students admitted to Section F are not able to write well with ease and speed, or read distinctly with good expression, extra courses in reading and penmanship must be taken soon after entering.

EXAMINATIONS FOR ADVANCED STANDING

To students pursuing any of the four forms of the course outlined on pages 22–25 an opportunity is given to pass by examination any study in the program without taking the same in class The regular time for such examinations is the first Monday of each term. If this date is not convenient, arrangement for a suitable date may be made with the instructor.

EXPENSES

Tuition is free to all qualified students of the required age who are preparing to teach in the schools of Illinois. An incidental fee of two dollars per term is charged all students except those holding township scholarships under the provisions of the Lindly act. For each summer term of six weeks the fee is one dollar. Students from other states than Illinois and students not preparing to teach are charged an additional tuition fee of ten dollars per term for the long terms. If within five years such student from another state teaches an equivalent time in Illinois, the tuition is refunded.

Good furnisht rooms, large enough for two persons, rent at from $1.25 to $2.50 per week. Table board in private families may be had at $3.50 per week. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

Students not living at home are required to room at approved houses. A list of approved rooming houses is kept at the offis of the President of the University. A written contract is required strictly defining the terms on which rooms are rented.

The Normal University does not sell or rent text-books. The total cost of books and stationery need not excede fifteen dollars per year. Students are advised to bring with them such books as they may have, but not to purchase others until they arrive in Normal.

AID TO STUDENTS

To assist worthy students in completing their course of study the Alumni and Faculty have created a Students' Loan Fund, from which students in their senior year may borrow at a low rate of interest a sum not to excede one hundred fifty dollars.

Many students secure employment which enables them to meet their expenses. For such employment address Mr. E. W. Cavins, Miss Lillian Barton, or the president of the Young Men's Christian Association.

TEACHERS' BUREAU

Thoroly traind teachers are in demand in all the best schools of Illinois. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools for such teachers. To meet this demand more effectivly the Illinois State Normol University maintains a teachers' bureau whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students as a rule do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is some prospect of employment.

GRADUATION

Candidates for graduation shall at the beginning of the year in September file with the President the program of studies they desire to follow during the senior year. This program must accord with the general daily programs for the various terms and the rules stated on pages 26, 27. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the proper committee of the faculty.

Candidates for graduation may enrol in the senior class after the Fall term provided they lack of graduation fewer than twelv credits.

All candidates for graduation shall write an acceptable thesis upon some educational theme. The subject shall be reported to the hed of the proper department not later than October 20. The thesis shall be completed and handed in at the beginning of the Spring term.

Students who lack no more than two credits of completing the course of study may graduate in June and receiv their diplomas upon the completion of their work in the ensuing summer term.

Candidates for graduation should see that all conditions and deficiences are removed by the end of the eighth week of the Spring term.

ADVANCED STANDING AT THE UNIVERSITY OF ILLINOIS

Graduates of this institution are regularly admitted to junior standing in the University of Illinois. Students who wish to prepare for teaching in such city high schools as require university graduation of their teachers, if alredy qualified to enter the freshman class at the university, may profitably spend the first two years in the careful professional training that the normal school affords.

STATE TEACHERS' CERTIFICATES

Graduates of the state normal schools of Illinois may obtain a state teacher's certificate good for life by passing a satisfactory examination in English, in educational psychology, in the principles and methods of teaching, and by submitting a satisfactory thesis written upon some approved subject in education.

THE SUMMER SESSION

The Normal School provides two Summer terms of six weeks each for activ teachers and for students who wish to continue their studies during the summer. The programs consist chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites twice per day in the same subject, thus completing a regular twelv-week course in six weeks. The primary and grammar grades of the training school are in session affording model lessons for observation and discussion and opportunity for practis teaching. Especial prominence is given to music, drawing, construction work, modeling, manual training, and the household arts, to the natural sciences, to the common branches as outlined in the Illinois State Course of Study and to the special courses required in the examination for state teachers' certificates. Credit is given for all satisfactory work and recorded on the books of the Institution. A special summer-school announcement is issued in March.

The large attendance of the summer school, (1571 in the summer of 1910) makes it possible to provide excursions, concerts, lectures, and other forms of instruction and entertainment scarcely possible at institutions of limited attendance or less fortunately adapted to summer study.

PROGRAMS OF STUDY

The Normal School requires for its courses a good degree of maturity and scholarship, quite as much as that attaind by graduates of our best high schools with four-year courses. Accordingly the standard two-year programs of the Normal School are pland for students of such preparation. Besides the standard programs three other forms of the program are regularly taught to supply the needs of that large body of students whose preparation is not up to the standard named above. In the standard program twenty-six credits are required for graduation. By a "credit" is ment the amount of work done in a given subject requiring daily preparation in a term of twelv weeks by a typical student carrying four studies and reciting five times per week in each. To complete the required program the attendance required of the typical student is six regular terms of twelv weeks and one summer term of six weeks.

The regular normal-school programs of study are:

1. Two-Year Programs for graduates of accredited high school having the specific qualifications set forth on page 17 and for other students of equivalent preparation. Students in these programs belong in their first year to Section F.

2. Three-Year Programs for students who have completed three years of high-school works, holders of first-grade certificates, and others of equivalent preparation. Thirty-eight and one-half credits are required for graduation. Such students in their first term are known as Section I.

3. Four-Year Programs for students who have completed two years of high-school work, holders of second-grade certificates and others of equivalent preparation. Fifty credits are required for graduation. They are known in their first term as Section L.

4. A Five-Year Program for graduates of the eighth grade and others of equal preparation. Sixty credits are required for graduation. Such students are known in their first year as Section N.

These programs agree in the strictly professional courses required. They differ in the amount of time devoted to the various branches. They are shown in detail on pp. 22, 23, 24, 25, 26.

Special programs one and two years in length are provided for the preparation of teachers of country schools, as shown on page 92.

Special programs are provided for prospectiv teachers of Agriculture, Art, Manual Training, Domestic Art, Domestic Science, and the kindergarten as shown on pages 91, 95, 97, 100, 105. The regular programs may be varied by electivs as shown on page 30 to suit individual needs.

Students whose preparation and ability are intermediate between the types mentiond above may arrange to take part of their work in one section, part in another according to their needs. No definit time for graduation can be fixt for such students. It is intended that the scholarship attaind before entering the Normal School, or while the Normal Course is in progress, shall be equivalent to that represented by graduation from the best high schools, and to this is added in some form two years of professional work.

Five years of Latin, three years of German and numerous advanst and special courses are offerd as electiv substitutes for many of the regular courses.

On the following pages are outlined five standard programs. The courses markt with an asterisk (*) are subject to substitution under the rules governing electivs stated on pages 30 and 31.

All classes recite daily in the regular terms. In the summer terms of six weeks two recitations per day are held in most subjects, thus enabling the student to complete the regular twelv-week courses.

Attendance at one summer term is provided for in the two-year, three-year, and four-year programs. Only one study at present is named; it is expected that the student will take some additional electiv study, or, if necessary, make up some deficiency.

Four hours per week of gymnasium practis is required of all first-year students. Students who cannot profitably take this work because of age or physical disability may substitute electivs from the list on page 30. Ten library lessons are given each term to entering students.

Thirty minutes per day are devoted at General Exercises to the consideration of topics of interest to prospectiv teachers. All members of the school are expected to attend. One day per week the school at this hour is divided into small sections for practis in platform speaking.

THE TWO-YEAR PROGRAM

For Teachers of Upper Grades.

78 Weeks—26 Credits.

FIRST YEAR

FALL	WINTER	SPRING
Teaching Process	Grammar 1	Psychology
Arithmetic 2	Geografy 4 or 5	Advanst Nature Study
Physiology 9	Reading 4	Geografy 2 (6 wks.)
Freehand Drawing	*Music 1 or 2	Reading Method(6 wks.)
Physical Training	Physical Training	*Book Binding or Bench Work
		Physical Training

SUMMER TERM

General Method
Any electiv study

SECOND YEAR

School Management	Principles of Education	Physical Science
Economics 2	*History 4	Literature Method
Political Science or History of Art and Color	Science of Discourse	*History of Art, and Color, or *Biology 10
Teaching	Teaching	Teaching

THE TWO-YEAR PROGRAM

for Teachers of Primary Grades.

78 Weeks—26 Credits.

FIRST YEAR

FALL	WINTER	SPRING
Teaching Process *Reading 4 Physiology 9 Music 1 or 2 Physical Training	Psychology 2 Arithmetic 1 Reading Method (6 wks.) Geografy 2 (6 wks.) Primary Handwork Physical Training	General Method Advanst Nature Study Primary Drawing 2 Primary Geografy Physical Training

SUMMER SCHOOL

Method in Language
Any electiv study

SECOND YEAR

School Management or Kindergarten Literature Method *History Method 7 Teaching	Grammar 1 *Physical Science 6 *Intermediate Handwork Primary Music Teaching	Principles of Education Economics 2 or Sociology *Playground Management *Color Teaching

Spelling and writing are required of all students found deficient in these branches.

Electivs chosen according to the rules on page 30 may be taken insted of the stard courses.

THE THREE-YEAR PROGRAM

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114 Weeks—38½ Credits.

FIRST YEAR

Fall	Winter	Spring
Arithmetic 2	Arithmetic 1	*Algebra 2
Grammar 2	*Grammar 3 (6 wks.)	Science of Discourse
Geografy 1 or 3	*Geografy 2 (6 wks.)	*Music 1 or 2
*Reading 2	Teaching Process 1	*Drawing 1
Physical Training	U. S. History 4	*Botany 5 or 10
†Spelling or Writing	Physical Training	Physical Training

SUMMER TERM

Orthografy
Reading Method
Any electiv

SECOND YEAR

*Algebra 3	Geometry 1	*Geometry 2
Psychology 2	General Method	Teaching
Zoology 3, or	Physiology 9	Political Science or
Botany 6	*Reading 3	Civics 4
*Drawing 7, and 8		*Public Speaking

THIRD YEAR

Economics 1	*School Management	Principles of Education
Physics 2 or 4	Chemistry 2	*Physics 5
*Literature 2	or Physics 3	or Chemistry 1
Teaching	Teaching	*Modern History 8
	*Shakspere	Geografy 4 or 5

No student may omit both Literature 2 and Shakspere.
†Spelling and writing are to be taken only if student is deficient.
Electivs may be chosen according to the rules on page 30.
Industrial History may be substituted for Modern History.
If Latin or German is taken thruout the course, six majors may be omitted.

THE FOUR-YEAR PROGRAM

144 Weeks—50 Credits.

FIRST YEAR

FALL	WINTER	SPRING
Mensuration 3	Percentage (6 wks.)	Teaching Process
U. S. History 1	*Bookkeeping (6 wks)	Geografy 1
Nature Study 1	*Reading 1	Illinois History and Civics
*Orthografy	Elementary Physics 1	Nature Study 2
*Writing	Music 1 or 2	Spelling
Physical Training	Drawing 1	Physical Training
	Physical Training	

SECOND YEAR

Algebra 4	Algebra 5	Algebra 6
Zoology 3	Geografy 3	Botany 5
Grammar 4	Grammar 5	*Geografy 4 or 5
Reading 2	Reading Method Public Speaking	Physiology 9

THIRD YEAR

Psychology 2	General Method	*Political Science
Geometry 3 or 1	Geometry 4 or *2	*Geometry 5 or
Rhetoric 2	Literature 1	Reading 3
Ancient History	Medieval History	*Drawing 7 and 8
		Teaching

SUMMER TERM

Modern History
Any electiv subject

FOURTH YEAR

*Arithmetic Method	School Management	Principles of Education
*Literature 2	Economics 2	*American History
Physics 2 or 4	Physcs 5	Chemistry 1
Teaching	or Chemistry 1	or Physics 3
	Teaching	*Shakspere 3

Spelling, writing and English composition are to be taken if the student is found deficient.

If Latin or Grammar be taken thruout the Course, nine majors may be omitted; if three years, six majors; if two years four majors.

Electivs may be chosen according to the rules on page 30.

THE FIVE-YEAR PROGRAM

180 Weeks—60 Credits.

FALL	WINTER	SPRING
Arithmetic 6	Mensuration 3	Percentage 4
Nature Study	Elementary Physics	Nature Study
Composition 1	Reading 1	Elementary Grammar
U. S. History 2	History, U. S. and Ill.	Music (Beginners)
Writing	Spelling	Primary Hand Work
Physical Geografy	Geografy 3	Pedagogy 1
Public Speaking	Orthografy	Elementary Literature
*Elementary Civics	*Politics	*Element'y Economics
*Drawing 1	*Music	*Bookkeeping
or Manual Training	or Manual Training	or Manual Training
Physical Training	Physical Training	Physical Training
Algebra 4	Algebra 5	Algebra 6
Zoölogy 3	Physiology 9	Botany 5
Grammar 4	Grammar 5	*Debating
*Geografy 4	Reading 2	Reading Method (6 weeks)
		Geografy 5 or 6
Geometry 3	Geometry 4	*Geometry 4
Rhetoric 2	Literature 1	or *Reading 3
Psychology 2	General Method	*Drawing 7 or 8
Ancient History	Medieval History	Arithmetic Method
*Political Science	School Management	Teaching
*Literature 2	Economics	Principles of Education
Physics 2 or 4	Physics 3 or 5	*Modern History
Teaching	Teaching	Chemistry 1
		*Shakspere

*Electivs chosen according to the rules on page 30 may be taken instead of the stard subjects.

Spelling and writing are to be taken only if the student is found deficient.

If at least two years of foren language be taken, equivalent majors may be omitted as arranged with the President.

THE TEACHERS COLLEGE

The purpose of the Teachers College is to afford adequate professional preparation for high school teachers, principals, superintendents and special teachers. Its programs provide for two years' work in the Junior College, two years in the Senior College.

High school graduates having the special preparation set forth on page 17 are admitted to the Junior College and a program of study four years in length. (50 credits.)

Students in the Normal School may transfer to the Junior College if their general scholarship is equivalent to that expected of high school graduates.

Normal-School graduates are admitted to the Senior College and to a program two years in length. (24 credits.)

College graduates are admitted to the Senior College and to a special professional program one year in length. (14 credits, eight of them in education and teaching.)

All students completing the prescribed program receive the degree of Bachelor of Education.

Students completing the program of the Junior College may receive the normal-school diploma, if their credits include five terms in education and two terms of teaching with a grade not lower than 80.

The program of the Teachers College is largely electiv. The electiv courses fall into three lists, designated A, B and C.

First year students may select from List A.

Second year students may select from List A or List B.

Students in the Senior College must select two of their four courses from List C, the others may be chosen from List A or List B. No course in List C may be taken unless its prerequisits in the Junior College have been completed. College graduates may choose their electivs from any list, or from the normal-school programs as approved by the president. Two of the three terms in practis teaching listed in the Senior College may be taken in the second year.

Students in the Teachers College are required to elect some *major subject* in which they are to make at least nine credits. The student is expected to take also such other courses related to his major as are prescribed by the head of the department in which the major lies. As a rule the electivs chosen should run thru the year.

Students in the Teachers College are subject to the same general requirements relating to platform speaking, physical training, attendance at general exercises, and general decorum as apply to normal-school students.

TEACHERS COLLEGE PROGRAM

150 WEEKS—50 CREDITS.

The required studies in pedagogy scheduled for the second year may be deferd until the third year.

Substitutes may be taken for the stard courses.

FIRST YEAR.

English Grammar	Teaching Process	Elementary Psychology
*Music	Physiology	Drawing 2
Physical Training	Physical Training	Physical Training
Electiv A	Electiv A	Electiv A
Electiv A	Electiv A	Electiv A

SUMMER TERM

ELECTIV.

SECOND YEAR.

General Method	School Management	Principles of Education
Reading 4	Public Speaking	Science of Discourse
Electiv A or B	Electiv A or B	Electiv A or B
Electiv A or B	Electiv A or B	Electiv A or B

THIRD YEAR.

Advanced Psychology, or History of Education	Educational Psychology or History of Education	Ethics or Hist. of Education.
Electiv A, B or C	Electiv A, B or C	Electiv A, B or C
Electiv C	Electiv C	Electiv C
Electiv C	Electiv C	Electiv C

FOURTH YEAR.

Teaching	Teaching	*Teaching
Electiv A, B or C	Electiv A, B or C	Electiv A, B or C
Electiv C	Electiv C	Electiv C
Electiv C	Electiv C	Electiv C

ELECTIVE COURSES IN THE TEACHERS COLLEGE

LIST A—JUNIOR COLLEGE.

Subject	Fall	Winter	Spring
Mathematics	Arithmetic 1 or 2	Geometry 1 or 2.	Algebra 1
Physical Science	Physics 4	Physics 5	Chemistry 2
Biology	Zoology 3	Zoology 4	Botany 5
Geografy	Geografy 3	Geografy 4	Geografy 5
Social Science	Ill. Hist. and Civics 10	Economics 2	Political Science
Literature	Literature 6	Literature Method	History English Lang
Latin	Latin Method	Caesar Method	Lat.-Eng. Etymology
German	German 1	German 2	German 3
Household Science	Household Science 1	Household Science 2	Household Science 3
Household Art	Household Art	Household Art	Household Art
Manual Training	Mechanical Draw.	Mechanical Draw.	Bench Work
Art	Drawing 5 and 7	Drawing 4 and 6	Art Organization

LIST B—JUNIOR COLLEGE.

Mathematics	College Algebra	Trigonometry	Analytics
Chemistry	Chemistry 3 or 4	Chemistry 5	Chemistry 6
Biology	Botany 6	Biology Method	Taxonomic Biology
Geografy	Geografy 6	Geografy 7	Geografy 8
History	History	History Method	History
Social Science	*Sociology	*Economics 3	*Industrial History
Literature	Literature 7	Hist. of English Lit. 8	Literature 9
Latin	Latin 10	*Latin 11	*Latin 12
German	German 4	German 5	German 6
Expression	The Speaking Voice	Dramatic Reading	Adv. Public Speaking
Household Art	Household Art	Household Art	Household Art
Household Science	Household Science	Household Science	Household Science
Manual Training	Lathework	Furniture	Architect. Drawing
Art	Art in History	Esthetics	Painting

LIST C—SENIOR COLLEGE.

Education	Hist. of Education 7 Advanced Psychology School Adm.	Hist. of Education 7 Educa. Psychology School Adm.	Hist. of Education 7 Ethics School Adm.
Physical Science	Physics 7	Physics 8	Physics 9
Biology	*Entomology †Plant Morphology	*Organic Evolution Plant Physiology	*Animal Morphology †Plant Ecology
Earth Science	Geology	Climatology	Conservation Nat. Res
Social Science	†Social Problems	†Economics 4	†Amer. Indust. Hist.
History	*History 19 †History 12	*History 20 †History 23	*History 21 †History 24
Literature	*American Poetry 10 †English Poetry 13	*English Drama 11 †Browning 14	*The Novel 12 †19th Century Prose 15
Latin	Latin Composition	†Tacitus Roman Literature	†De Sen. et De Amicitia Roman Monuments
German	German 7	German 8	German 9

*Taught in 1911-12 and in alternate years thereafter.
†Taught in 1912-13 and in alternate years thereafter.

RULES RELATING TO STUDIES

1. Every high-school graduate is expected at the beginning to choose one of the various programs of study and to follow this program as closely as is practicable except where electiv substitutes are specifically allowd.

2. Variations from the regular program chosen are permitted to special students, and to others if there be special need of such change. All individual programs involving substitutions must be approved by the president or the dean.

3. Students who have become irregular in their programs or who contemplate taking electivs should study carefully the daily programs on pages 32-35. All irregular programs should be approved by one of the faculty committee on student programs.

4. Students entering upon the three-year program may arrange to include in it any one of the special programs in art, agriculture, household science, household art, manual training, or kindergarten.

5. Students entering upon the four-year or five-year programs may after the first year arrange to include in such programs the special programs named above.

6. No substitution may be allowd for the common branches unless the student gives satisfactory evidence of proficiency in such branches. In doutful cases an examination may be required.

7. No substitution for any of the natural sciences may be allowd unless the students' previous study in the omitted branch is equal to the requirements for admission to Section F. as shown on page 17.

8. Electivs may be chosen from any of the programs on p. 22, 23, 24, 25, 92, 95, 97, 100, 104, provided the student is qualified to pursue the subject with profit. This permission may be granted by the president or dean.

9. The electivs allowd include five years work in Latin, three years work in German, and courses in Method for students who have alredy attaind considerable proficiency in these languages. For the first year's work in Latin or German one credit is allowd, for the second year two credits, for all work beyond the second year and for the courses in Method full credit.

10. No credit is allowd for a single term in cooking or sewing; for two terms one credit is given; for three terms three credits.

11. No credit is allowd for less than one hundred twenty hours of bench work.

12. Every student is expected to take not more than four major subjects, (or their equivalent), nor less than three, not counting physical training. Students whose standing in all subjects is above 80 may take a hevier program, with the approval of the dean. A program of less than fifteen hours may be taken only by special permission.

13. If a student fails to keep pace with his class in any study he may be transferd to a lower section in such study or be required to drop the study.

14. If a student fails to carry a study after continuing thru half the term he is required to repeat the study at the earliest opportunity.

15. If a student fails to complete a course in which his work is of good quality, he should complete such course in the next term in which he is in attendance and the course offerd. Otherwise the entire course is to be repeated at the earliest opportunity.

16. A student who fails in any term to make a passing grade in two major studies, or their equivalent, is placed upon probation for the succeding term, and in case he fails to carry two majors in the succeding term, he shall not be permitted to continue his studies until one year has elapst. This rule may be suspended in the case of any student by a majority vote of the faculty.

17. Other students may be placed upon probation by the faculty or by the Committee on Disciplin. Such probation shall not excede one term. Students on probation may not take part in any public contest or exhibition, athletic, musical, dramatic, or oratorical.

18. Because of the value of platform speaking to the teacher, one creditable platform exercise each month is required from all students in regular classes provided for that purpose.

MISCELLANEOUS

Term fees and tuition are to be paid the first day of the term. If the student leaves school within two weeks, (one week in summer) fees are refunded. If a student paying tuition leaves school during the first half of the term, half of the tuition is refunded.

Grades for scholarship indicate as follows: Above 90 distinguisht proficiency; 86-90 excellent; 81-85 good; 76-80 average; 70-75 fair work below the average; below 70 indicates poor work and the student must repeat the course.

Students are expected, whenever it is possible, to enter school at the beginning of the term and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students.

THE UNIVERSITY HIGH SCHOOL

The act of the State Legislature creating Township Scholarships in the state normal schools for the benefit of graduates of the eighth grade obliges these institutions to provide academic courses for such holders of these scholarships as do not intend to become teachers, and also for such as are looking to teaching but are still too young to enter upon the regular normal-school programs.

Accordingly this institution has re-established the high school that was discontinued in 1895.

Tuition is free to all holders of township scholarships.

Other students of suitable age, character, and preparation may be admitted upon payment of tuition at the rate of twelv dollars per term, or four dollars per study where partial work is taken.

The high school students are seated in a separate study hall in charge of a principal and two teachers who devote their entire time to the instruction and care of these high-school students and to the supervision of their work. In some subjects, they recite with the regular normal students. In most subjects they recite in separate classes in which the character and quantity of the work is specifically adapted to their needs.

On pages 33, 34 five programs of study are outlined; one with Latin and German for such students as expect to enter college, another placing larger emphasis upon history and science, another, designed especially for girls, giving a large place to household economy, a manual training program, and an agricultural program. Physical training and music must be taken at some time during the first three years. Monthly rhetorical exercises are required of all students.

It is the intention to develop this department into a model high school. While the value of liberal culture and the demands of citizenship will receiv due recognition in the arrangment of its courses, it is proposed to meet the growing demand that the high school course shall prove directly servisable in preparing for high efficiency in useful occupations. Accordingly there are arranged four chief programs each four years in length, differing in the prominence given to particular groups of studies, and looking respectivly toward the speaking and writing professions, medicin and agriculture, engineering and the bilding trades, and the household arts. A commercial course will be added.

New teachers will be employd as the attendance increases, and all the facilities of the institution will be at the disposal of this department. A new bilding will be redy in 1913.

A special bulletin describing the University High School will be furnisht upon application.

HOME ECONOMICS PROGRAM

FIRST YEAR

FALL	WINTER	SPRING
Cooking	Home Management	Cooking
Zoology	Zoology	Botany
English 1	English 2	English 3
Elementary Physics	Drawing 1	Physical Geografy
	Music	

SECOND YEAR

FALL	WINTER	SPRING
Sewing	Sewing	Dressmaking
Color	Design	Home decoration
Botany 6	Physiology	English History
Mathematics	Mathematics	Mathematics
Gymnastics	Gymnastics	Gymnastics

THIRD YEAR

FALL	WINTER	SPRING
Dressmaking	Textils	Millinery
Chemistry	Chemistry	Chemistry
Civics	U. S. History	Economics
Costume Design	English 8	English 9

FOURTH YEAR

FALL	WINTER	SPRING
Invalid Cooking	Marketing	Cooking
Physics	Physics	Physics
Ancient History	Commercial Geografy	Industrial History
English 10	English 11	English 12

MANUAL TRAINING PROGRAM

FIRST YEAR

FALL	WINTER	SPRING
Bench Work	Mechanical Drawing	Bench Work
Algebra	Algebra	Algebra
Elem. Physics	Ancient History	Phys. Geografy
English 1	English 2	English

SECOND YEAR

FALL	WINTER	SPRING
Mech. Drawing	Bench Work	Lathe Work
Mechanics Arith.	Drawing 2	Book Keeping
Zoology	Physiology	Botany
English 4	English 5	English 6
	Gymnastics	

THIRD YEAR

FALL	WINTER	SPRING
Lathe Work	Furniture	Furniture
Geometry	Geometry	Geometry
English History	U. S. History	Economics
English 7	Design	English 9
	Music	

FOURTH YEAR

FALL	WINTER	SPRING
Art Metal or Cement Construction	Pottery	Bookbinding
Physics	Physics	Physics
Civics	Commercial Geog.	Industrial History
*English 10	*English 11	*English 12

LATIN AND GERMAN PROGRAM

FALL	WINTER	SPRING
Latin 1	Latin 2	Cæsar 3
English 1	English 2	English 3
Algebra 1	Algebra 2	Algebra 3
Elementary Physics	Drawing	Physical Geografy
Cæsar 4	Cæsar 5	Cicero 6
English 4	English 5	English 6
Creek History	Roman History	Civics
Zoology	Physiology	Botany
Cicero 7	Ovid 8	Vergil 9
English 7	English 8	English 9
German 1	German 2	German 3
Geometry 1	Geometry 2	Geometry 3
Vergil 10	*Horace	*Economics
German 4	German 5	German 6
*English 10	English 11	*English 12
Physics	Physics	Physics

Advanst Algebra and Geometry may be taken in last year insted of stard subjects.

GENERAL PROGRAM FOR HIGH SCHOOL

FIRST YEAR

FALL	WINTER	SPRING
English I	English II	English III
Algebra	Algebra	Algebra
Elementary Physics	Drawing	Physical Geog.
Latin I or	Latin II or	Latin III or
electivs from	electivs from	electivs from
1. H. E.	1. H. E.	1. H. E.
2. M. Tr.	2. H. Tr.	2. M. Tr.
3. Ag. Sc.	3. Ag. Sc.	3. Ag. Sc.

SECOND YEAR

General Hist. (Greek)	General Hist. (Roman)	General Hist. (English)
English IV	English V.	English V.
Zoology	Zoology	Botany
Caesar or	Caesar or	Cicero or
electivs from	electivs from	electivs from
1. H. E.	1. H. E.	1. H. E.
2. M. Tr.	2. M. Tr.	2. M. Tr.
3. Ag. Sc.	3. Ag. Tr.	3. Ag. Sc.

THIRD YEAR

U. S. History	U. S. History	Civics (H. S.)
English VII	English VIII	English IX
Geometry	Geometry	Geometry
Cicero, German or	Ovid. German II or	Vergil, German III or
electivs from	electivs from	electivs from
1. H, E.	1. H. E.	1. H. E.
2. M. Tr.	2. M. Tr.	2. M. Tr.
3. Ag. Sc.	3. Ag. Sc.	3. Ag. Sc.

FOURTH YEAR

Medieval Hist.	Modern Hist.	Modern Hist.
English X	Physiology	Economics
Physical Science	Physical Science	Physical Science
Vergil, German IV or	Horace, German V or	Livy, German VI or
electivs from	electivs from	electivs from
1. H. E.	1. H. E.	1. H. E.
2. M. Tr.	2. M. Tr.	2. M. Tr.
3. Ag. Sc.	3. Ag. Sc.	3. Ag. Sc.

AGRICULTURAL SCIENCE PROGRAM

Fall	Winter	Spring
Domestic Animals	Animal Production	Orchard and Garden
English 1	English 2	English 3
Zoology	Zoology	Botany
Manual Training	Farm Arithmetic	Mechanical Drawing
Farm Crops	Soil Physics	Crop Production
Mathematics	Mathematics	Mathematics
Elementary Physics	Manual Training	Physical Geografy
Botany	English 5	English 6
Soil Fertility	Farm Bookkeeping	Animal Improvement
Chemistry	Chemistry	Chemistry
Civics	U. S. History	Economics
English History	Physiology	Drawing 1
	Gymnastics	Music 1
Cement Construction	The Farmsted	Farm Machinery
Physics	Physics	Physics
Rural Sociology	Commercial Geografy	Industrial History
English 7 or 10	English 8 or 11	English 9 or 12

The Agricultural Science in the foregoing program is in strict accordance with the program for agricultural high schools recommended by the Illinois Educational Commission.

It is expected that the strictly agricultural work shall occupy about one-fourth of the time of the student, and that it shall be taught from a vocational standpoint to prospectiv or probable farmers.

Practically the entire range of farm affairs is coverd by this course, and it is believed that a good basis will be establisht for intelligent reading by the young farmer. The normal university farm is not used for experiment to discover new agricultural truth, but for demonstration of good farming methods, of the effects of fertilizers and rotations, of proper selection and treatment of seed, of modes of cultivation, of the proper care of live stock, and other details of farm practis. With the facilities and equipment at the command of the State Normal University, it is believed that the proper material, curriculum, and method of an agricultural high school can be workt out.

The other studies in the agricultural program are chosen with regard to their value to the farmer-citizen. They comprise natural science, government, and such studies in English as will lead to fair skill in the use of the mother tung and to an appreciation of the best literature.

In all the foregoing programs, English is a required daily study during from nine to twelv terms. In all these courses there is some written composition, certain masterpieces to be studied, and red in the class and certain other books to be red at home. While lessons in composition are scheduled with the literature, composition is in no sense to be esteemd as more closely related to literature than to every other subject. Composition is necessary in every subject, and every subject must contribute to the pupil's power to organize his thought and give it fit expression.

Spelling, Writing, Gymnastics, and Vocal Music are to be taken with all programs. Monthly practis in platform speaking is rovided for all high-school students.

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PROGRAM OF FIRST TERM JUNE 10—JULY 19, 1912

8:10—8:55	9:00—9:45	10:20—11:10	11:15—12:00	1:40—2:25	2:30—3:15	3:20—4:05	4:10—5:00
General Method	Teaching Process	Teaching Process	Psychology	General Method	Teaching Process	Teaching Process	Psychology
Prin. of Education	Educ. Psychology	School Management	Hist. of Education	Prin. of Education	Educa. Psychology	School Management	Hist. of Education
Country Schools	Country Schools	Trigonometry	Geom. and Algebra	Rural Schools	Rural Schools	Trigonometry	Orthografy
Arith. Meth.	Arith. Method	Arith. Method	Arith. Method	Arith. Method	Arith. Method	Arith. Method	Arith. Method
Mensuration	Mensuration	Mensuration	Percentage	Mensuration	Percentage	Percentage	Percentage
Begin. Algebra	Plane Geometry	Elem. Algebra	Advanst Algebra	Begin Algebra	Plane Geometry	Elem. Algebra	Adv. Algebra
Adv. Physics	Adv. Physics	Physics 2	Physics 2	Adv. Physics	Adv. Physics	Physics 2 *h* 1	Nat. Study Agr.
Physics 2	Physics 2	Physics 3	Nat. Study Agr.	Physics 2	Nature Study	Physics 3	Physics 3
Physics 2	Nature Study	Intermed. Geografy	Physics 2	Physics 2	Physics 2	Physics 2	Physics 2
Chemistry 1	Chemistry 1	Chemistry 2	Chemistry 2	Animal Production	Chemistry 1	Chemistry 2	Prin. of Geog.
Bot. Seed Plants	Bot. Seed Plants	Invert. Zoology	Invert. Zoology	Verte. Zoology	Verte. Zoology	Cryptog. Botany	Cryptog. Botany
Animal Production	Animal Production	Soil Physics	Bookkeeping	Physiology	Physiology	Soil Physics	Soil Physics
Adv. Physiografy	Geog. Method	Geog. of Europe	Phys. Geografy	Adv. Physiografy	Geog. Method	Geog. of Europe	Phys. Geografy
U. S. History	English History	Adv. U. S. History	Modern History	U. S. History	English History	Adv. U. S. History	Modern History
Civil Government	Grammar 3	History of Illinois	Economics	Civil Government	History of Illinois	Civics of Illinois	Economics
Adv. German	Begin. German	First-Year Latin	Grammar 2	Adv. German	Begin. German	First-Year Latin	Grammar 2
Grammar 2	Grammar 1	Grammar 2	Grammar 1	Grammar 2	Grammar 1	Grammar 2	Grammar 1
Adv. Rhetoric	Elem. Rhetoric	Grammar 3	Reading Meth.	Adv. Rhetoric	Elem. Rhetoric	Pri. Reading	Extemp. Speaking
Lit. Method	Browning	Hist. of Literature	19th Cent. Prose.	Lit. Method	Browning	Hist. of Lit.	19th Cent. Prose
Phonics	Reading 3	Literature 2	Shakspere	Reading 2	Reading 3	Literature 2	Shakspere
Story Telling	Intermed. Language	Rural Sociology	Music	Music Method	Pri. Reading	Adv. Music	Music
Bench Work	Bench Work	Mechan. Drawing	Machine Drawing	Wood Turning	Furniture Making	Man. Train. Org.	Story Telling
Pri. Handwork	Prin. of Design	Adv. Handwork	Pottery	Pri. Handwork	Pri. Handwork	Primary Handwork	Book Binding
Elem. Drawing	Perspectiv Draw	Dark and Light	Color	Elem. Drawing	Perspectiv Draw	Light and Shade	Color
Prac. Cookery	Prac. Cookery	Adv. Cookery 2	Adv. Cookery 2	Inter. Language	Prac. Cookery	Prac. Cookery	Prac. Cookery
	Elem. Sewing	Prac. Cookery	Textiles	Costume Design	Prin. of Design	Adv. Cookery	
Garment Making	Garment Making	Dressmaking	Dressmaking	Garment Making	Garment Making	Dressmaking	Dressmaking
Gymnastics	Gymnastics	Floriculture	Floriculture	Picture Study	Basket Ball	Play Supervision	Gymnastics
Writing	1st Primary	1st Primary	1st Primary		1st Primary	1st Primary	1st Primary
	2d Primary	2d Primary	2d Primary		2d Primary	2d Primary	2d Primary
	Practis Teaching	Practis Teaching	Practis Teaching	Practis Teaching	Practis Teaching	Practis Teaching	

PROGRAM OF SECOND TERM, July 22—August 28, 1912

8:10—8:55	9:00—9:45	10:20—11:05	11:10—12:00	1:40—2:25	2:30—3:15	3:20—4:05	4:10—5:00
Civics	History of Illinois	Teach. Process	U. S. History 1	Civics	Civics of Illinois	Teach. Process	U. S. History 1
Physics 3	Physics 3	Physics 3	Reading Meth.		Physics 3	Physics 3	Physics 3
Grammar 3	Chemistry 1	Physics 2	Physics 2	Chemistry 1	Chemistry 1	Physics 2	Geometry 2
Mensuration	Arith. Method	Adv. Algebra	Geometry 2	Percentage	Arith. Method	Adv. Algebra	Botany 5
Zoology 3	Zoology 3	Zoology 4	Zoology 4	Physiology	Physiology	Botany 5	Amer. Poetry
Geografy of N. A.	Commer,Geografy	Poetry-Novel	Amer. Poetry	Geografy of N. A.	Commer.Geografy	Poetry-Novel	Grammar 2
Phonics	Reading 3	Rhetoric	Grammar 2	Reading 2	Reading 3	Rhetoric	Caesar
Adv. U. S. History	Medieval History	Ancient History	Cæsar	Adv. U. S. History	Medieval History	Ancient History	Furniture
Bench-Work	Bench-Work	Arch. Drawing	Arch. Drawing	Wood Turning	Wood Turning	Furniture	Color
Perspectiv	Prim'y Handwork	Mechan. Drawing	Mechan. Drawing	Perspectiv Draw.	Design	Advanst Cookery	Advanst Cookery
Drawing	Practical Cookery	Advanst Cookery			Practical Cookery	Primary Method	
Practical Cookery	Primary Observ.	Primary Observ.			Primary Method		

Fall Term Program, September 9, 1912.

1st Hour	2d Hour	3d Hour	4th Hour	5th Hour	6th Hour	7th Hour
History Educ. 7	Teaching Process	Sch. Administ.	Gen. Meth.	Sch. Management	College Algebra	History of Educ. 9
Psychology 2	Adv. Psychology	Teaching Process	Teaching Process	Psychology 2	Arithmetic 7	Physics,4
Comp. and Gram.	Country Life	Co. School Meth.	Geometry 1	Arithmetic 1	Physics 4	Plant Morphology
Mensuration	Geometry 3	Astronomy	Arithmetic 2	Algebra 2	Chemistry 1	English Poetry
Algebra 4	Algebra 3	Arithmetic N	Physics 7	Chemistry 1	Botany 6	Science of Discourse
Arithmetic 2	Physics 3	Arithmetic Q	Chemistry 3	Botany 6	Nature Study N	Spelling
Physics 2	Chemistry 4	Physics 7	Zoology 3	Geology	U. S. History 3	Debate
Chemistry 4	Nature Study Q	Chemistry 3	Nature Study L	History 18	Ancient History 15	Music 2
Nature Study 0	Agriculture 4	Agriculture 1	Agriculture 1	Economics	History 22	Art Medal
Agriculture 4	Geografy 3	Geografy 6	Geografy 5	Caesar 4	Latin 1	Gymnastics 1 A
Physiografy	U. S. History 2	Zoology 3	Ill Hist. & Civ. 10	Grammar 1	German 4	Kind. Technics
Polit. Science 14	Social Problems	U. S. History 1	German 7	Science of Discourse	Literature Method	
History Method	Latin 1	Elem. Civics 12	Literature 2	Writing	Grammar 4	
Latin Method	German 1	Vergil 10	Grammar 2	Reading 2	Orthografy	
Latin Prose 15	Literature 7	Literature 4	Composition 1	Speaking Voice	Platform Reading	
Cicero 7	Book Keeping	Grammar 2	History of Art	Drawing 3	Reading	
Grammar 1	Reading 2	Rhetoric	Man. Tr. Org.	Primary Handwork	Music 1	
Spelling	Public Speaking	Reading 4	Domestic Art C	Bench Work	Drawing 1	
Reading 4	Costume Design	Reading 1	Domestic Sci. 4	Domestic Art 4	Art Metal	
Primary Music	Bench Work	Color	Gymnastics 1	Physiology (W)	Bench Work	
Drawing 2	Mech. Drawing	Costume Design	Physiology 7 a	Gymnastics 1	Domestic Art 4	
Primary Handwork	Domestic Art 1	Domestic Art C	Kindergarten	Kind. Theory	Gymnastics 3	
Bench Work	Domestic Sci. 1	Domestic Sci. 4				
Mech. Drawing	Domestic Sci. 1	Gymnastics 1				
Domestic Art 1	Gymnastics 1	Kindergarten				
Domestic Sci. 1	Kindergarten					
Physiology W						

Winter Term Program.

1st Hour	2d Hour	3d Hour	4th Hour	5th Hour	6th Hour	7th Hour
History Educ. 7	Educ. Psychology	Sch. Adminstration	Sch. Management	Teach. Process	Teach. Process	Physics 5
Psychology 2	Arithmetic 1	General Method	Teach. Process	Psychology 2	Prin. of Educat.	Plant Physiology
Prin. of Teach.	Geometry 4	Comp. & Gram. Q	Com. & Gram. O	Geometry 2	Trigonometry	Browning
Geometry 1	Chemistry 5	Arithmetic 1	Percentage K 3	Mensuration	Algebra 3	Spelling
Percentage	El. Phys. N	Algebra 5	Mensuration	Physical Science	Physics 5	Debate
Arithmetic 7	Geografy 4	Arithmetic 2	Physics 8	Chemistry 1	Chemistry 1	Music 2
Chemistry 5	U. S. History 1	Physics 8	Chemistry 2	Biol. Method	Biology Method	Clay Modeling
Geografy 3	Economics 4	Chemistry 2	El. Physics K	El. Physics K	El. Physics L	Domestic Science
U. S. History 5	German 2	Zoology 4	Agriculture 2	Agriculture 5	Agriculture 5	Gym. Men
U. S. History 5	Hist. Literature	Agriculture 2	Geografy 2	Climatology	Geografy Method	Kind. Technics
Caesar Method	Grammar 2	Geografy 7	Medieval History	Ill. Hist. & Civ. 9	Geografy 1	
Tacitus 11	Science of Dis.	Geografy 5	Economics 2	History Meth. 8	U. S. History 1	
Shakspere	Orthografy	Politics 1	Caesar 5	Ovid 8	History 13	
Grammar 1	Reading K	History 3	German 8	Grammar 5	Latin 2	
Book Keeping	Home Decoration	Economics 2	Grammar 3	Science of Dis.	German 5	
Reading 2	Furniture	Latin 16	Reading Method	Writing	Literature 1	
Public Speaking	Domestic Art 2	Literat. Method	Public Speaking	Reading 4	Grammar 1	
Primary Music	Domestic Sci. 2	Reading 1	Drawing 4	Dramatic Reading	Orthografy Q	
Light & Shade	Domestic Sci.	Primary Drawing	Bench Work	Esthetics	Reading N	
Home Decoration	Physiology W	Int. Handwork	Mech. Drawing	Prim. Handwork	Reading 3	
Furniture	Gymnastics 2	Bench Work	Domestic Art P	Bench Work	Music 1	
Domestic Art 2	Kindergarten	Mech. Drawing	Domestic Sci. 5	Domestic Art 5	Drawing 1	
Domestic Sci. 2		Domestic Art P	Gymnastics 2	Gymnastics 1	Clay Modeling	
Domestic Sci. 2		Domestic Sci. 5	Physiol. (Men)		Physiology W	
Physiology W		Gymnastic 2	Kindergarten		Gym. Men	
Gymnastics 2		Physiol. 7 A			Kind. Theory	
		Kindergarten				

Spring Term Program

1st Hour	2d Hour	3d Hour	4th Hour	5th Hour	6th Hour	7th Hour
History Educ. 7	Ethics	Sch. Administration	General Meth.	Sch. Management	Analytics	Physical Science
Psychology 2	Co. Sch. Meth.		Teach. Process	General Method	Algebra 6	Chemistry 2
History Meth. O	Mensuration	Teach. Process	Prin. of Educ.	Psychology 2	Arithmetic 2	Plant Ecology
Physics 3	Physics 3	Prin. of Educ.	Co. Sch. Organ.	Geometry 2	Chemistry 2	Adv. Nat. Study
Chemistry 6	Chemistry 6	Country Life	Algebra 4	Algebra 1	Plant Ecology	Geografy 4
Nat. Study 2	Agric. Nat. Study	Geometry 5	Percentage	Algebra 2	Primary Geog.	Economics 2
Agriculture 6	Agriculture 9	Physics 9	Physics 9	Biology 10	Modern Hist. 17	Latin 17
Geografy 12	Geografy 5	Chemistry 1	Chemistry 1	Adv. Nat. Study	History 24	19th Cent. Prose
Civics 4	Ill. Hist. & Civ. 6	Botany 5	Botany 5	Conservation	Caesar 3	Debating
U. S, History 1	U. S. History 5	Nature Study	Agriculture 3	American Hist. B	German 6	Music 2
Cicero Method	Indust. History	Agriculture 3	Geografy 2	Economics 1	Shakspere	Drawing 3
DeSenect.	German 2	Geografy 8	Agric. Nat. Study	Vergil	Grammar 6	Bookbinding
Grammar 2	Literature 8	Geografy 2	Polit. Science	Lit. Meth. O	Special Eng.	Mech. Drawing
Science of Dis.	Grammar 1	Sociology	Cicero 6	Book Keeping	Orthografy	Veget. Garden
Book Keeping	Science of Dis.	Lat	German 9	Adv. Pub. Speak.	Reading 3	
Reading Method	Reading 2	Lit. Method A. 2	Grammar 3	Art Organ.	Public Speaking	
Music Beginners	Reading 1	Grammar 4	Writing	Color	Music 1	
History of Art	Painting	Hist. Eng. Lang.	Reading Method	Bench Work	Drawing 1	
Lathe Work	Primary Hdwk.	Primary Drawing	Reading 1	Domestic Art 6	Bookbinding	
Machine Drawing	Lathe Work	Bench Word	Bench Work	Physiology 7	Bench Work	
Domestic Art 3	Machine Drawing	Domestic Art 3	Domestic Art 3	Gym. 1	Mech. Drawing	
Domestic Sci. 3	Domestic Art 3	Domestic Sci. 6	Domestic Sci. 6	Geog, 1	Domestic Art 6	
Domestic Sci. 3	Domestic Sci. 3	Gym. 3	Gym. 3	Kind. Theory	Gym. 2	
Playground	Domestic Sci. 3	Kindergarten	Kindergarten		Veget. Garden.	
	Gym. 3				Kind, Technics	
	Physiology 7 A					
	Kindergarten					

STATEMENTS OF COURSES IN DEPARTMENTS

GENERAL PEDAGOGY

COURSE ONE

The Teaching Process

Place and Purpose.—This course is an introduction to the nature and aims of the school and some of its chief problems. It centers attention upon the lesson experience as the vital core and the actual organizing center for most details of the school process. It then considers those conditions, processes, and principles by which a lesson experience is made to yield educativ results. But its results are not mesured by memorizing principles and educational dogmas or by citing authoritativ opinions regarding the matters delt with. Rather its results are mesurd by power to think the educativ significance of the lesson experience, and to understand how the nature and needs of the child and the nature of the subject-matter determin the selection of means and methods by which the lesson process may be successfully guided; and further, what conditions are necessary to a successful lesson experience and how these conditions can be secured and maintaind.

Methods and Means.—Carefully pland observation-studies give the objectiv concrete basis for study. From twelv to sixteen hours of the sixty in the course are given to this work. Subjectiv concrete data are drawn from memory of experiences as lerner and (when student has taught) as teacher. The main sources are supplemented by informational matter from textbook, library readings and class discussions. So far as time permits, each student makes an intensiv study of some limited problem, or presents a view of some especial stimulating book adapted to this stage of the course. Every term.

Text: Colgrove's *The Teacher and The School.* Many books are used in the library.

COURSE TWO

Elements of Psychology

The primary purpose of this course is to learn the conditions, processes, and laws of mental development. Thus is laid the foundation for intelligent attack upon the problems of teaching. After an analysis of adult human behavior, that of children and youth will be studied. In addition to the five recitation periods two laboratory peroids per week of the same length are required. The hours for laboratory work are arranged by consultation with the instructor. Prerequisit: a knowledge of the structure and functions of the nervous system equal to what is included in Biology 4 and 9. Every term.

Texts: Pillsbury's *Essentials of Psychology.* Kirkpatrick's *Fundamentals of Child Study*, and Seashore's *Elementary Experiments in Psychology.*

COURSE THREE

General Method

The aim of this course is to derive methods of instruction from an examination of educational aims, materials, and psychological principles. The order of development is as follows: Aim of education; materials of education; mental processes involvd in learning; interest, incentiv, and motiv; forms of instruction—induction and deduction; method in habit-formation; method in the formation of worthy ideals and prejudises; review of organization of subject-matter, and effectiv devices. Every term.

Texts: Charter's *Methods of Teaching*, McMurry's *Method of the Recitation.*

COURSE FOUR

1. School Organization, Supervision, and Management

(a) The nature of institutional life in general. (b) The fundamental law of the school. (c) The logical evolution of the school thru its fundamental law. (d) The school at work under the law of its constitution. (e) The social and ethical training in the working of the school. (f) A detaild discussion of the problems of school supervision. Textbooks: Tompkins's *Philosophy of School Management*, Shaw's *School Hygiene.*

2. The School System of Illinois. Its historical development, its defects. School law as embodied in statutes and judicial decisions. All terms.

COURSE FIVE

Principles of Education

A critical examination of some fundamental principles of education. The aims of education; the relation of self-development to social servis; the bearing of the theory of evolution on the question. The nature and limitations of the educativ process; relativ influence of heredity and environment. Interest; the changes in mental capacity and attitude with age. Educational values of the studies and other school agencies. Moral education; the various methods of moral training, and the circumstances when each is appropriate.

Texts: Bagley's *Educational Values*, Palmer's *Moral Instruction*, and extensiv library reading.

COURSE SIX

History of Education

An elementary course covering the period from the Renaissance to the present. The main European and American influences which have formd our present theories of education and school systems, elementary and secondary, are studied, and in this connection selections from the educational writings of Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Herbert Spencer and Horace Mann are red. Fall term, first summer term.

TEACHERS' COLLEGE COURSES

COURSE SEVEN

THE HISTORY OF EDUCATION

This course covers an entire year. The term includes a survey of ancient, oriental and medieval education. The second term includes the changes from the Renaissance to Pestalozzi. The third term is occupied with educational developments of the nineteenth century.

The aim of the course is to enable the teacher to get his educational bearings, to lern of the developments of educational ideals, and of the influences that have shaped the course of study and determind educational practis.

Textbook: Monroe. The course includes copious references to the leading educational writers of each period. The library is well supplied with necessary material.

COURSE EIGHT

ADVANCED PSYCHOLOGY

This course will continue the study of psychology from the point where Course Two ended. It is partly pure and partly educational psychology. Topics which were omitted or briefly treated in Course Two will be delt with, particularly the senses, attention, will, and emotion. The student will be shown how to test the mental condition of school children (sight, hearing, attention, generalizing ability, memory, and mental fatig). Methods of correlation are taught. Two hours of laboratory work a week in addition to the five recitations are required, the former to be arranged by consultation. Prerequisit: Course Two. Fall term. The readings will be in various texts in the library, chiefly Titchener's *Textbook of Psychology*, Angell's *Psychology*, and Whipple's *Manual of Mental and Physical Tests*.

COURSE NINE

EDUCATIONAL PSYCHOLOGY

The purpose of this course is to study the psychological processes in lerning and teaching; to give present or prospectiv teachers skill in identifying these processes in education, and in determining whether psychological considerations can suggest improvements. While containing much else, the course is arranged, in conjunction with Course Four, to prepare for the State Examination in Educational Psychology. In addition to the learning processes, which is the main topic, theories of the genesis of interests, suggestions, the influences of tastes, prejudises, and attitudes on conduct, and formal disciplin are studied. Laboratory work for eight weeks, arranged by consultation, (in the summer for six weeks). Prerequisit: Course Two or its equivalent. Winter and first summer terms. The texts are Pyle's *Outlines of*

Educational Psychology, and Watt's *Economy and Training of Memory,* to be supplemented by library readings.

COURSE TEN

ETHICS

This course aims to reveal the factors and processes in the moral genesis of the individual. It also gives attention to the evolution of ethical ideas and conduct in the race and to some of the more significant phases of criminal development, its characteristics, causes, prevention, and remedies, Spring term. Text: Dewey and Tufts.

COURSE ELEVEN

SCHOOL ADMINISTRATION

This course covers an entire year. It includes the function of the national government, the state, and local units of administration; the financing of the school; the school plant; the superintendent and the teaching staff; the problems of supervision, the evolution of the course of study, the administration of high schools and of physical and vocational education. Some time will be devoted to the high school systems of other states and countries. Texts: Dutton and Snedden's *Administration of Public Education in the United States,* and DeGarmo's *High School Administration* supplimented by extensiv library reading.

MATHEMATICS

ARITHMETIC

COURSE ONE

METHOD IN ARITHMETIC FOR THE FIRST SIX SCHOOL YEARS
(12 WEEKS)

The Purpose.—To arrive at the logical order of number knowledge, to derive its processes from simple counting, and to develop and illustrate the principles and methods of instructions in the primary and intermediate grades, with observation and analysis of work in the Training School. The Illinois State Course of Study forms the basis of the work. Text: Cook and Cropsey.

This course is required of all students. Graduates of approved high schools need take no other course. Students with partial high school courses or with some experience in teaching grammar grades should take as prerequisit Course 2. Students without high school training or its equivalent should take as preparatories Courses 3 and 4, insted of Course 2. All terms.

COURSE TWO

Precentage and Mensuration (12 Weeks)

The purpose of this course is to arrive experimentally at modes of mesuring areas and volumes, the processes of evolution, and the laws of similar figures, and to inform the student as to the conditions that obtain in carpeting, papering, land and lumber mesure, the mesurement of hights and distances, and in practical problems in commercial applications of percentage. It includes all the topics of the seventh and eighth years of the State Course of Study. All terms. Text: Cook and Cropsey.

COURSE THREE

Inductiv Geometry and Mensuration (12 Weeks)

The principle truths of plane and solid geometry are developt experimentally and applied to practical problems in mensuration. This course is intended for students who have never studied geometry. All terms. Text: Eighth Year Arithmetic. Felmley.

COURSE FOUR

Percentage and Business Arithmetic (12 Weeks)

The cases of percentage as related to fractions and integers, profit and loss, commission, stocks, interest, insurance, banking and exchange, compound interest and annuities. The course is devoted mainly to teaching the usages of the commercial world in these subjects. All terms. Text: Cook and Cropsey.

COURSE FIVE

Preparatory Arithmetic (5 Year Course)

The Arithmetic of this course is designd as a preparation for the work in mensuration and percentage.

The course comprises a study of the four fundamental processes, short methods, factoring, common and decimal fractions, and denominate numbers. Text: Smith's *Practical Arithmetic.*

FARM ARITHMETIC

Two courses in Arithmetic are offerd in the Country School Department both constituting a re-presentation and review of the essentials of arithmetical subject-matter in the light of country school conditions. Percentage, mensuration, and other topics of the usual course in arithmetic are included but are presented thru problems of corn-raising, stock-feeding, farm machinery, fertilizers, drainage, and other farm interests. Farm accounts for both home and farm are included. Text: Smith's Practical Arithmetic.

BOOKKEEPING

COURSE ONE (Six Weeks)

This course has for its aim to prepare teachers for the work in bookkeeping outlined in the State Course of Study.

From a study and comparison of a number of individual accounts—cash, merchandise, and personal—the principles of debit and credit are derived. These principles are then applied to the handling of six or more sets of accounts, beginning with the simplest and including some which require some knowledge of notes and drafts and their use in a system of money exchanges. In connection with the study of a set of accounts, the purpose and form of the day-book and journal, and their combination in the explanatory journal, are lerned. Most of this work is done in the class. Outside of the class pupils use *The Sadler-Rowe Budget System,* which teaches how to prepare many kinds of business papers, as well as how to keep the journal and ledger. Work in the budget is completed to page 53. In the fall and spring terms a longer course is taught. Fall, winter, spring, first summer terms.

ALGEBRA

The function, scope, and logical order of Algebra, its relation to arithmetic, its notation and fundamental ideas. Principles derived inductivly form concrete problems, and afterwards by rigorous deduction from definition. An attempt is made to teach pupils to think clearly and to appreciate the validity of conclusions drawn from given data. Especial attention is paid to the language of algebra, to describing and relating algebraic processes, and to the mode of developing the more difficult topics. Some attention is paid to the principles of the equivalency of equations and systems of equations, and the methods of solution are based on the proofs of these principles. The graf is used to illustrate the meaning of the equations. The work includes quadratics, series and logarithms, and is offerd in three forms. An additional electiv course is offerd in College Algebra.

COURSE ONE

TAYLOR'S ELEMENTS OF ALGEBRA

Prerequisit: A strong high school course in Algebra equal to the requirement of the best colleges. Spring term.

COURSE TWO

TAYLOR'S ELEMENTS OF ALGEBRA, CHAPTERS I-XV

Positiv and negativ numbers, the fundamental operations of integral literal expressions, factoring, highest common factor and lowest common multiple, fractions and fractional equations, systems of linear equations. Fall, spring, and first summer terms.

COURSE THREE

Chapters XVI-XXXIII

Evolution, surds, imaginary and complex number, quadratics, irrational equations, higher equations, inequalities, proportion, theory of exponents, series, binominal theorem and logarithms. Fall, winter, and both summer terms.

Course 2 and 3 for students who have had only a partial course in algebra. Together they count as the equal of Course 1.

COURSE FOUR

Taylor's Elements of Algebra. Chapters I-X

Positiv and negativ numbers. The fundamental operations in integral literal expressions, linear equations in one unknown, factoring. Fall and winter terms.

COURSE FIVE

Chapters XI-XX

Highest common factor and lowest common multiple, fractions and fractional equations, systems of linear equations, evolution. irrational numbers and surds, imaginary and complex numbers. quadratics in one unknown. Winter term.

COURSE SIX

Chapters XXI-XXXIII

Irrational equations, higher equations. inequalities, theory of exponents, indeterminate equations, series, binominal theorem and logarithms. Spring term.

Courses 4, 5 and 6 are for students who have not studied Algebra. They count as the equivalent of Course 1.

GEOMETRY

These courses cover the ordinary high school work in plane, solid, and spherical geometry. An attempt is made to teach the subjects so that the student will realize the value and meaning of its principles. The logic of geometry is approacht by gradual steps and the first few propositions are developt syllogistically. In this way the habit and form of reasoning are establisht. The student is expected to work his way relying on his own power of reasoning, and not on mere memory work. More than one-third of the time is devoted to original demonstrations. Free use is made of supplementary problems and propositions. Considerable attention is given to theorems and notions of fundamental importance in the structure of the subject as well as to those of practical utility. Historical notes are not omitted and modern developments of the subject receive some attention. Three main ends are kept in view. To acquire the essential facts of the subject as properties of space in which we live, to equip the student with the forms of deductiv reasoning, and to make the study a drill in precise thinking and accurate perspicuous expression.

Courses 1 and 2 are for students that have had previously strong courses in geometry. Students following the two-year program should take Course 2 unless they have previously completed a thoro course in solid geometry . Courses 2, 4 and 5 are for students who wish to go more slowly over the work. All of plane geometry is required of all students. Text: Wentworth-Smith.

COURSE ONE

Fundamental conceptions and definitions, theorems in parallels. equality of triangles, parallelograms, the circle, proportion, similar figures, area of polygons. Books I-IV. Fall, winter and first summer terms.

COURSE TWO

Regular polygons, measurements of the circle, lines and planes in space, diedral and polyedrons. The cylinder, cone, and sphere. Books V-IX. Winter, spring, and second summer terms.

COURSE THREE

Fundamental conceptions and definitions, theorems in parallels, equality of triangles, parallalograms, the circle, proportion, and a part of the work on similar figures. Books I and II and three-fourths of Book III. Fall term.

COURSE FOUR

The remainder of Book III, the areas of polygons, regular polygons, the measurements of the circle, lines and planes in space, diedral and polyedral angles. Books IV-VI. Winter term.

COURSE FIVE

The study of polyedrons, regular poleydrons. The cylinder, cone, and sphere. Books V-IX. Spring term.

TEACHERS COLLEGE COURSES

COLLEGE ALGEBRA

This course covers the following topics. Undetermind coefficients, the binomial theorem, logarithms, exponential and logarithmic series, permutations and combinations, probabilities, continued fractions, the summation of series, the general theory of equations, the solution of higher equations, and the elements of determinants. Prerequisit: Course 1, 3, or 6. Fall term. Text: Wells' College Algebra.

TRIGONOMETRY

This course includes the theory of trigonometry both in the plane and on the sphere, as well as the ordinary applications in surveying and astronomy. Prerequisit: Plane and solid geometry, algebra. Winter term only. Text: Phillips and Strong, with tables.

ANALYTICAL GEOMETRY

This course covers the ordinary analytical methods of investigation, the general properties of conics, and a brief course in the analytical geometry of three dimensions. Prerequisits: Trigonometry and algebra. Spring term only. Text: Ashton.

ELEMENTARY ASTRONOMY

This course is intended to give students such an insight into the organization of the solar system and the problems of astronomy as will enable them to read an almanac, and teach mathematical geografy intelligently. As far as possible, numerical facts are derived mathematically, from the original data. A good deal of observation work is required. Wider reading on assigned topics is also a feature of the work. Fall term. Text: Howe's *Elements.*

PHYSICS

COURSE ONE

Elements of Physical Science.

The purpose of this course is three-fold: 1. To lead the student into the habit of observing and studying carefully the elements of physical science as applied in every-day life. 2. To equip him for efficient work in the teaching of nature study in the physical world in the graded and ungraded schools. 3. To furnish him with clearer conceptions of those physical principles which underlie the study of geografy, physiology, botany, and zoology.

All students who have not taken a course in physics are required to take this course as a prerequisit to all work in geografy or biological science.

The course covers in a simple way but with much experimental work, the following topics: Elementary meteorology with daily non-instrumental observation thruout the term and instrumental observation for one month, the physical principles involvd in such wether study; study of lighting systems of the past and present; study of heating systems of the past and present; study of primitiv water supply and present systems for home supply, soil physics; ventilation; sanitation of home and school surroundings.

The experiment work deals with evaporation, condensation. air weight, air pressure, air currents, temperature mesurements, combustion and oxidation, diffusion of heat, composition (soil and volatil matter) of common fuels, distillation of crude petroleum, etc. About one-half of the experimental work is done by the class and the rest as demonstrations. Very complete and systematic notes are required and both subject matter and form and composition are daily criticized by the teacher.

In general, the work of this course is largely determind by the phenomena which daily confront the student. Winter term.

Text-book: *The Elements of Physical Science.* Barber.

COURSES TWO AND THREE

Physics for grade teachers. (7 hours per week). Course 2 given in fall and both summer terms; Course 3 given in spring and both summer terms.

This is a two-term course in physics for elementary teachers. The applications of physical principles to daily life in the home and school are given special attention. The laboratory work is not given as an end in itself but as a means of securing clear conceptions of the principles and phenomena under consideration.

Course 2 covers the mechanics of solids, liquids and gases, and heat. Considerable attention is given the following topics: water supply, sewage disposal, the heating, ventilation, and humidifying of residences and school rooms.

Course 3 covers magnetism, static and current electricity, light, and sound. Special attention is given to modern methods of lighting residences and school rooms.

Prerequisits: Algebra, geometry, and Course 1 or its equivalent.

Texts: *First Course in Physics,* Millikan and Gale. *Elements of Physical Science,* Barber.—*Laboratory Exercises,* Twiss.

COURSES FOUR AND FIVE

Course 4 given in Fall and First Summer terms.

This is a two-term course in physics for high school teachers. It is intended for mature students in the normal school and for students in the teachers' college who are preparing to teach in the high school. The more difficult problems of high school physics are given special attention. The students will be expected to use logarithms in the solution of problems. The technique of high school laboratory management receives considerable attention.

Course 4 covers mechanics of solids, liquids, and gases, molecular physics and heat.

Course 5 covers magnetism, static and current electricity, sound, light, and radio-activity.

Prerequisits: A working knowledge of algebra including logarithms, geometry, and some previous work in physics.

Text: *First Course in Physics,* Millikan and Gale. *Applied Physics,* Hawkins. *Laboratory Exercises,* Twiss.

COURSE SIX

METHOD IN PHYSICAL SCIENCE FOR THE ELEMENTARY SCHOOLS

This course is the only course in physical science required of graduates of four-year high schools who have taken accredited courses in physics and chemistry. The purpose of the course is to bild up a course in nature study in the physical world. It contemplates the following ends:

(a) The discovery of the pedagogical basis for the study of physical science in the school.

(b) The consideration of a course of study involving the physical sciences in their relation to daily life.

(c) Occasional observation of work in the Training School.

Prerequisit: High school physics and chemistry. Fall term.

Text-book: *The Elements of Physical Science,* Barber.

TEACHERS COLLEGE COURSES

In the following courses the emphasis is placed upon the application of the principles in daily life rather than upon an academic treatment of the principles themselves. It is intended that these courses shall produce resourceful high school teachers, therefore every effort is made to keep close to high school methods and high school materials.

COURSE SEVEN

MECHANICS AND SOUND.

(3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Fall term.

Prerequisit: High-school physics and trigonometry.

Texts: *Mechanics, Molecular Physics, and Heat,* Millikan. *Electricity, Sound and Light,* Millikan and Mills.

COURSE EIGHT

MAGNETISM AND ELECTRICITY.

(3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours.) Winter term.

Texts: *Elements of Electricity for Technical Students,* Timbie. *Measurements in Magnetism, and Electricity,* Hoadley.

COURSE NINE

HEAT AND LIGHT.

(3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours.) Spring term.

Prerequisit: High school physics and trigonometry.

Texts are same as for Course 7.

COURSE TEN

LABORATORY ASSISTANT.

Method in Physics and Chemistry for the high school. (10 hours per week, counting as 5 hours.) Any term.

This course deals with both the theoretical and the practical questions arising in the management of an elementary course in physics or chemistry. The course contemplates the following ends, on the side of—

Theory:
1 Purpose of a high school course in physics or chemistry.
2. Method of presentation of subject matter.
3 The problem of securing profitable notebook work.
4 The most profitable work in the poorly equipt laboratory.

Practis:
1 Designing, making, and testing simple apparatus for the laboratory.
2 Laboratory assistant in Course 2 or 3, or Course 1 or 2 in chemistry.
Helping to care for note books.

Prerequisits: Courses 4 and 5 and Courses 1 and 2 in Chemistry. This course may count as one term of teaching.

Text-book: *The Teaching of Physics and Chemistry in Secondary Schools,* Smith and Hall.

COURSE ELEVEN

APPARATUS CONSTRUCTION AND PHYSICAL MANIPULATION

The work of this course will in part be done in the Manual Training Department. It consists in the designing and construction of new apparatus; in the repair of old apparatus; and in lerning such processes as purifying mercury, care of primary and storage batteries, silvering mirrors, metallic plating, glass working, metal working, and fotografy.

Prerequisits: 1 credit of bench work, 1 credit of mechanical drawing, several courses in physics and chemistry.

CHEMISTRY

COURSE ONE

General Chemistry. (3 hours per week recitation, 4 hours per week laboratory.) Fall, winter, spring, and first summer terms.

This course in chemistry is required of all candidates for graduation who have not taken a course in high school chemistry accredited at the University of Illinois or its equivalent. It is an intensiv study of underlying principles and laws with extensiv application to the chemistry of daily life. The course includes text and laboratory work both qualitativ and quantitativ, covering oxygen, hydrogen, water, nitrogen, air, ventilation, chlorin, acids, bases, salts, carbon, combustion of fuels, and milk.

Prerequisit: Physics 2 or its equivalent.

Text: Newell's *Descriptive Chemistry, and* Newell's *Experimental Chemistry.*

COURSE TWO

General Chemistry. (3 hours per recitation, 4 hours per week laboratory.) Winter, spring and first summer terms.

This is a continuation of Course 1. The study of the nonmetals and the metals is completed.

Prerequisit: Course 1 or its equivalent.

Texts: Same as for Course 1.

COURSE THREE

Qualitativ Analysis. (9 hours per week laboratory, 1 hour per week recitation.) Fall term.

This course is intended for students who expect to teach chemistry in high schools; it may be modified to the needs of those expecting to teach agriculture. It includes the separation and identification of the common metals, also the identification of the acid radicals. After the student has attaind some skill in analysis such substances as solder, brass, rocks, and soils may be analyzed. The detection of metals in cand goods may be also undertaken by those desiring such work.

Prerequisit: Chemistry 1 and 2 or their equivalent.

Text: *Qualitativ Analysis,* Bailey and Cady, supplemented by other works.

COURSE FOUR

Chemistry of Foods and Food Adulterations. (2 hours recitation and 6 hours laboratory per week.) Required of all second year students in Domestic Science. Fall term.

This is a study of the carbon compounds with reference to foods. The work includes a study of the nitrogenous and non-nitrogenous foods, the chemistry of plant growth, of digestion and nutrition, and of fermentation, the composition of animal bodies the rational feeding of men and a careful study of the cereals, vegetables, fruits, and meats. The first half of the laboratory course is devoted to the separation, identification, and properties of the food principles, the second half to the detection of food adulterations and chemical preservativs. Labels on food packages are studied.

Laboratory Manuals, *Food and Nutritution,* Bevier and Usher. *Detection of Common Food Adulterations,* Bruce.

Prerequisit: Chemistry 1 and 2 or equivalent.

COURSES FIVE AND SIX

QUANTITATIVE ANALYSIS. Winter and Spring terms.

For students in the department of household science this course offers four to six hours per week laboratory practis in analysis of foods, air, water, and fuels together with a study of calorimetry of foods and fuels. This is accompanied, during the winter term, by recitations from Thorp's Industrial Chemistry covering acids, bases, soda, soap, paints, sugar, starch, glucose, commercial fibers, and other topics, and during the spring term by recitations from Air, Food, and Water by Richards and Woodman.

Other students in quantitativ analysis, including those in agriculture, devote ten hours per week to gravimetric and volumetric methods including analysis of milk, feeding stuffs fertilizers and soils.

Text: *Outlines of Industrial Chemistry,* Thorp, for students of household science.

Elementary Quantitativ Chemical Analysis, Lincoln and Walton.

Prerequisit: Chemistry 1, 2, and 3 or 4.

BIOLOGY

SELECTION OF COURSES

Students pursuing the four-year program who are preparing to teach nature study and physiology in the elementary school should take Courses 1, 2, 3, 5, 8, and 9. Students who are pursuing this program who are preparing to teach biology in the high school should take Courses 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, and as many graduate courses as possible.

Students pursuing the three-year program who are preparing to teach nature study and physiology in the elementary school should take Courses 3, 5, 7, and 9. Students pursuing this program who are preparing to teach biology in the high school should take Courses 3, 4, 5, 6, 9, 10, and as many graduate courses as possible.

Students pursuing the two-year program who are preparing to teach physiology and nature study in the elementary school should take at least Courses 7 and 8. Students pursuing this program who are preparing to teach biology in the high school should take at least Courses 3, 4, 5, or 6, and as many graduate courses as possible.

COURSE ONE

Agricultural Nature-Study: Fall Aspect

The work is based largely on the life found on the campus, in the school garden, and in the greenhouse. Emfasis is placed on economic relations. Study of insects in relation to trees, herbs, and shrubs on the campus, to garden plants and fruit trees, and to the home. Friends and foes are distinguisht and methods of combating pests are studied. Other subject matter is the following: Plant propagation; flowers; pollination, seed forming; corn breeding; common fungi and fungous diseases of plants; weeds in relation to cultivated plants; plant products; simple experiments in soil chemistry; identification of common trees and birds. A carefully corrected notebook composed of compositions and some drawings forms an important part. Individual essays are written on assignd topics. Fall term.

COURSE TWO

Agricultural Nature-Study: Spring Aspect

Essentially supplementary to Course 1, but also open to students entering in the winter or spring terms for the first time. This course completes the year of elementary science required of all students in the first year of the four-year course. The general plan is the same as in Course 1. Much of the work is based directly upon the school garden. It includes germination tests and studies; transplanting and grafting; growth of plants with simple experiments in physics of soil; experimental plots with commercial fertilizers; rotation of crops;experimental plots of oats, wheat, potatoes, etc.; Small fruits and their enemies; trees and birds continued. Composition work as in Course 1. Spring term.

COURSE THREE

Invertebrate Zoology

This is a general elementary course in elementary zoology designd to meet, in part, the needs of those who are preparing to teach zoology in high school or nature study in the elementary school. Animals from each of the groups of invertebrates which are represented in our local fauna are studied with special reference to their economic relations. The work consists of field and laboratory studies of living animals; microscopic study of protozoa; lectures; text and library assignments. Stress is laid on the evidences of evolution and the adaptations of animals to their modes of life. Notes and drawings are kept. Fall and both summer terms.

Text:—Linville and Kelley's *Text-book in General Zoology.*

COURSE FOUR

Vertebrate Zoology

This is a general elementary course in vertebrate zoology designd particularly for those who are preparing to teach zoology in the high school. It deals with the classification, anatomy, physiology, evolution, and economic relations of vertebrate animals. The work consists of experiments on living animals; dissections; study of museum specimens; field study of birds and other animals, lectures, text and library assignments. Special emfasis is laid on the habits and economic relations of birds and on evolution of the animal kingdom. Notes and drawings are kept. Winter and first summer term.

Text:—Same as in Course 3.

COURSE FIVE

Phanerogamic Botany

This is a general elementary course in botany dealing with the so cald flowering plants and seed plants. It is designd to meet, in part, the needs of those who are preparing to teach botany in the high school or nature study in the grade school. It deals with elements of morphology, physiology, classification, and ecology of seed plants. The work consists of laboratory experiments and observations with notes and drawings, field trips, text and library assignments. Chief topics: the relations of the plant to soil, air, and light; the relations of the flowers to insects; the processes of photosynthesis, respiration, transpiration, food storage, and digestion. Spring and both summer terms.

Text:—*A Text-book in Botany,* Coulter and Gray's *New Manual of Botany.*

COURSE SIX

Cryptogamic Botany

This is a general elementary course in botany dealing with the so-cald non-flowering or seedless plants. A study is made of representativ lower forms establishing an evolutionary sequence from the algae to the seed plants and the evolution of the plant kingdom is discust. Special emfasis is placed on the economic forms, viz:

the yeasts, molds, bacteria, and parasitic fungi. Numerous experiments are made with cultures of bacteria and simple bacteriological methods are demonstrated. This course is designd for those preparing to teach botany in the high school and for those taking the special courses in household economics. Fall and first summer term.

Text:—*A Text-book of Botany,* Coulter, and *Bacteria, Yeasts, and Mold in the Home,* Conn.

COURSE SEVEN

NATURE STUDY: METHOD AND MATERIALS

For students who have completed high school courses in biology, and desire to prepare for teaching nature study in the grades. In addition to the study of the material outlined in Courses 1 and 2, it includes a survey of the educational bearings of the subject with extensiv readings; plans for school gardens and the working out of such plans in the local garden. Spring and summer terms. Text:—*Practical Nature-Study,* Coulter and Patterson.

COURSE EIGHT

EXPERIMENTAL AGRICULTURE AND PRACTIS TEACHING

For advanced students. Individual experiments in agriculture, horticulture, and floriculture; supervision of children in class garden work; direction of the work in individual plots; inspections of the home gardens of some of the children; organization and discussion of a program in agriculture for the upper grades in rural and village schools; collection of material that will be of value in working out lessons in agriculture; prescribed readings. Records of experiments are kept and filed with the department. Prerequisit: Course 1 or 2 or 7.

COURSE NINE

THE HUMAN BODY

The anatomy, physiology, and hygiene of the human body are considered from the biological standpoint. The organs and their functions are considerd together. The last three weeks are devoted to sanitation and hygiene and involv considerable library work, no single text being used for this purpose. Prerequisits: Elementary Physics and Zoology. Fall, winter, and spring terms for women only. A winter term class for men only. Summer term classes include both sexes.

COURSE NINE A

A similar course, without prerequisit of elementary physics and zoology, offered to permit rural school graduates to attain minimum qualification for second grade certificates: not recommended for students whose time will permit fuller preparation. No credit allowed for graduation. Winter and spring terms. Text: *Physiology and Hygiene*, Fitz.

COURSE TEN

Taxonomic Biology

This course includes a study of the trees and shrubs of the campus and nearby plants of nativ forest: of the birds that may be seen here during the term; of the decorativ plants grown in the school garden, green-house and local nurseries; and of the wild flowering plants of the local flora, all largely from the taxonomic point of view. However, the relativ value, uses, and characteristics of the different trees, shrubs and flowers and the economic relations of birds receiv due attention. There are over one hundred species of trees and shrubs on the campus and over one hundred species of birds are quite common in the vicinity during the spring term and almost every variety of decorativ plant grown in this climate may be found in the school garden, on the campus or in the local nurseries. Familiarity with all these and with the local wild flora constitutes a fund of information which should prove very valuable to the teacher of high school biology or of nature study.

Birds and plants will be studied on alternate days so that students who can not take the whole course may take either part of the course as a minor counting for one half credit. Spring term.

Texts: Gray's *New Manual of Botany* and Reed's *Land and Song Birds*.

COURSE ELEVEN

Biology Method

This course consists of lectures and assignd readings on the method of instruction in biology. It includes the consideration of the educational values of biology; the outlining of course of study in botany, in zoology and in physiology; the details of laboratory management, the construction of simple apparatus, and the collection and preservation of materials. Two hours per week. One-half credit. Winter term.

Text: Students are askt to buy and read Ganong's *Teaching Botanist*, altho it will not be used as a text.

GRADUATE COURSES IN ZOOLOGY

COURSE TWELV

ECONOMIC ENTOMOLOGY

Three double laboratory periods, one lecture, and one recitation per week. Fall term 1911.

This course consists of an intensiv study of the economic insects. The work includes the collection, mounting, and classification of specimens of both useful and harmful insects; the working out of the life history of as many as possible; and a consideration of means of combating the harmful and of aiding the useful ones.

Text:—Folsom's *Entomology.*

Prerequisit:—Course 3 or equivalent.

COURSE THIRTEEN

ANIMAL EVOLUTION

5 hours per week. Winter term, 1911-12

This course includes a consideration of the history and development of the doctrin of evolution; the various factors of evolution such as natural selection, variation, mutation, heredity; and the origin and nature of tropisms, instincts, and intelligence as exhibited among the lower animals. Numerous library assignments on the current discussions of the various phases of evolution in the scientific journals.

Text: *Evolution and Animal Life,* Jordan and Kellogg.

Prerequisit: Courses 3 and 4 or their equivalent.

COURSE FOURTEEN

ANIMAL MORPHOLOGY AND PHYSIOLOGY

Three double laboratory periods, 1 lecture, and 1 recitation per week. Spring term, 1912.

This course consists of an intensiv study representing most of the larger groups of the animal kingdom. The morphology and physiology of each animal taken up is studied in detail and the embryology of one vertebrate is studied. Histological studies of the principal organs of some vertebrate will be made including the making of permanent microscope slides which will become the property of the students.

Text: *Practical Zoology,* Parker and Parker.

GRADUATE COURSES IN BOTANY

COURSE FIFTEEN

Plant Morphology

Two double laboratory periods, 1 lecture, and 1 recitation per week. Fall term 1912-13 and each alternate year thereafter.

This course consists of a detaild study of representativ types from each of the four great groups of the plant kingdom all from the morphological point of view. Plants are selected for study which illustrate all the various methods of reproduction and which constitute a complete evolutionary series. The laboratory work includes some training in historical methods and the students are allowed to prepare for themselvs permanent microscope slides of such material studied as will be of value to a high school teacher.

Text: *Text Book of Botany,* Coulter, Barnes, Cowles, Vol. I.

Prerequisit: Courses 5 and 6 or equivalent.

COURSE SIXTEEN

Plant Physiology

Three double laboratory periods, one lecture and one recitation per week. Winter term.

This course consists of a detaild study of the various physiological processes of plants, such as nutrition, growth, and movement. The plant cell as the unit of function is studied in much detail and the influence of external stimuli on plants and the relation of plants to soil and other environmental conditions are topics which receiv attention. Permission is given the students to make for themselves permanent microscope slides showing sections of the principal organs of the typical higher plants.

Text: *Text Book of Botany,* Coulter, Barnes, and Cowles. Vol. I.

Prerequisit: Courses 5 and 6 or their equivalent.

COURSE SEVENTEEN

Plant Ecology

Three double periods for laboratory and field work, 1 lecture and one quiz per week. Spring term 1913.

This course includes the consideration of the ecological factors which control the distribution of plants, the principles of plant associations and the characteristics of typical plant formations. The work involvs a considerable amount of field work and the solving of simple ecological problems by the different members of the class.

GEOGRAFY

COURSE ONE

Elementary Physiography

The earth as a planet, the atmosphere, the ocean, the land. Treatment topical with emfasis on those parts of most use to the teacher of geografy in the grades. Local field lessons, one Saturday excursion, wether observations, simple experiments, study of topografic maps, etc., give concreteness to the work. The work covers many points of the Fourth-Year Work in State Course of Study; also physical and mathematical geografy of Seventh and Eighth Years. Fall, winter, spring, and first summer terms.

This course or its equivalent is prerequisit to all other courses in the department.

Text: Arey's *Physiografy for Normal School Classes;* Dryer's *Lessons in Physical Geografy for High School Classes;* Jackson's *Astronomical Geografy, Physiografy note book.*

COURSE TWO

Human Geografy

Influence of natural conditions on the development of the occupations of man. Topografy and climatic conditions of the earth; vegetation zones as determined by natural conditions: relation to human activity. Typical regions studied; general application to all regions of similar conditions. The course deals mainly with those topics given under the topical outline for the study of a continent in the fifth and seventh years of the State Course of Study. Winter, spring, and first summer term.

For students following the two-year or three-year program.

Texts: Herbertson's *Man and His Work;* Tarr and McMurry's *New Complete Geografy,* Second Book; Bartholomew's *Economic Atlas.* (6 weeks.)

COURSE THREE

Type Studies

Covers essentially the same ground as Course 2 with a larger selection of typical regions, and more extensiv library reading.

Fall, spring and summer terms.

For students of the four-year program.

Texts: Same as Course 2. (12 weeks.)

COURSE FOUR

Geografy of North America

Introductory study of the continent as a whole: detaild study of the United States by physiografic and industrial regions: briefer study of other countries of North America. Natural conditions as influencing industrial development considerd thruout the course. Extensiv library reading required. Deals with topics of State Course of Study pertaining to North America in the fifth, seventh and eighth years. Winter and summer term.

This or the following course is chosen by students to complete the work of geografy in either of the regular programs.

Text: *National Geografy Monografs No. 3.* Tarr and McMurry's *New Complete Geografy,* Second book. Carpenter's *North America.* (12 weeks.)

COURSE FIVE

Commercial Geografy

Conditions both natural and artificial, favoring commercial development; study centerd about commodities of wide use as food, clothing, shelter, etc. Commodities of importance in United States given fullest treatment. Most important commodities of each continent considerd. Causal idea in geografy prominent thruout course. Extensiv library reading required. Deals with industrial topics of the fifth, seventh, and eighth years of State Course of Study. All terms.

Texts: Robinson's *Commercial Geografy,* Gannett's *Statistical Abstract,* and Longman's *Atlas.* (12 weeks.)

TEACHERS COLLEGE COURSES

The college courses in geografy are open to students who have completed the required work of the previous courses, or any of the college courses may be substituted for Courses 4 or 5.

COURSE SIX

Geografy of Europe

An introductory study of Eurasia as a land mass with more detaild consideration of the physiografy, climate, vegetation and peoples of Europe. A regional study of the continent dealing with leading countries, their relation to each other, to the United States, and to the rest of the world. Special topics for library study. Fall, and summer terms, 1913.

Text: Mill's *International Geografy;* Longman's *New School Atlas.* (12 weeks).

COURSE SEVEN

Method in Geografy

Scope of geografy as a school study; the basis of a course of study, its orderly development and methods of presentation in the grades and the high school. Detaild work on a limited portion of the course of study by each member of class; preparation of reference lists for collateral reading; observation in training department. For superintendents, principals, and special teachers of geografy. Spring term (12 weeks.)

COURSE EIGHT

ADVANCED PHYSIOGRAFY

Life history of land forms; study and construction of maps and models; field lessons, meteorology; study and construction of wether maps; oceanografy. Chief topics of Course 1 treated from the standpoint of the teacher with much library reference reading, field and laboratory work. For high school teachers. Spring and first summer term.

Text: Salisbury *Physiografy.* (12 weeks.)

COURSE NINE

GENERAL GEOLOGY

A study of geologic processes usually treated in physical geografy, followed by historical geology which deals with the more important events of geological history. Fall term, 1912.

Text: Chamberlain and Salisbury's *College Geology.*

COURSE TEN

CLIMATOLOGY

A study of the atmosphere, its general circulation, cyclonic storms, etc.; climate as a geografical factor; its influence on man and the industries.

Text: Davis's *Meteorology.*

COURSE ELEVEN

CONSERVATION OF NATURAL RESOURCES

A study of the natural resources of the United States and the world; their use and their conservation; the conservation movement in the United States with especial reference to soil, forests, minerals, water.

Text: Van Hise's *The Conservation of Natural Resources in the United States.*

COUNTRY SCHOOL COURSES

COURSE TWELV

ELEMENTARY PHYSICAL GEOGRAFY

This is similar to course one, but the work will be adapted to the teaching of Fourth Year Geografy as outlined in the State Course of Study.

Text: Arey's *Physiography.*

COURSE THIRTEEN

GEOGRAFY METHOD FOR COUNTRY SCHOOLS

A thoro analysis of the State Course of Study; material and methods for developing the State Course; emfasis to be placed on the portions of the course to be taught during the next school year. Fall term.

Texts: Any school geografy: four pamflets on Important Topics in Geografy: Bartholomew's *Atlas;* Herbertson's *Man and His Work.*

ECONOMICS, SOCIOLOGY, AND INDUSTRIAL HISTORY

COURSE ONE

Elementary Economics

This course, for Section M, aims to assemble the industrial facts alredy known to the students, to supplement these thru direct observation, to organize and systematize all with the help of a minimum of theory, and to introduce the student to economic questions of the day.

Text: Ely and Wicker's *Elementary Economics.* Winter term.

COURSE TWO

Economics

In the belief that the social environment is largely economic and that to understand it so as to get the most out of life or so as to help solv the complex problems that menace democracy, some knowledge of economics is necessary, this course has been programd for all seniors, whether they are looking towards teaching in the grades or in the high school.

It affords, for an introductory course, a fairly comprehensiv survey of economic theory and of economic problems. Seager's *Introduction to Economics* is the text and is coverd in the twelv weeks by the students working up for themselvs portions of the text along with appropriate supplementary readings, while the recitation periods are devoted to the more difficult chapters. In the development of the theory constant use is made of concrete problems. The course is taught every regular term and the first summer term.

COURSE THREE

Advanst Economics 3

Three great economic topics and the related problems of the day are studied, one month being devoted to each. As it is usually best to take the topics of greatest public interest at the time when the course is given, it is not advisable to announce these in advance. The subjects studied in 1911-12 were Money and Banking, State and Local Taxation, Trusts and Monopolies. This course will be taught in the winter of 1912-13, alternating with Advanst Economics 4, which will be given in 1913-14.

COURSE FOUR

Advanst Economics 4

This course will be taught in the winter of 1913-14 and is a course similar to and alternating with Advanst Economics 3, but devoted to the study of three different topics and the problems connected therewith.

COURSE FIVE

Sociology

This course includes a discussion of the scope of sociology and of its relation to the special social sciences; of the nature of society, of its constituent elements and of the relation between the individual and society, of social evolution from consanguin organization thru the era of the state to internationalism. The more practical phases of the subject receiv attention. The facts pertaining to population form the basis for a discussion of problems of immigration, of rural and city life. Social questions connected with the family organization, or arising from our system of labor, or from the unequal distribution of welth, and in particular those of special interest to teachers—such as the state's treatment of dependents, defectivs, and delinquents—receiv attention.

Taught in the fall of 1903 and alternate years thereafter.

Two texts are used: Small and Vincent's *Introduction to the Study of Society* and Wright's *Practical Sociology.*

COURSE SIX

Social Problems

This course will be taught in the fall of 1912 and alternate years thereafter. It includes the briefest possible preliminary survey of sociological theory and a careful study of several great problems that are rather sociological than economic,—such as those connected with immigration, and those of crime, poverty and pauperism. Ellwood's *Sociology and Social Problems* affords an outline for the term's work, but much library reading is required.

COURSE SEVEN

American Industrial History

An ideal course would involv the intensiv study of ten or more historical monografs, each covering a separate and important industrial field and leading up to unsolvd political or social problems. Such monografs are, with two or three exceptions, not available, and consequently a text-book (Coman's or Bogart's), constructed on the chronological plan, is used, but the ten or more lines of development are kept distinct and continuous thruout the course. Course Seven alternates with Course Eight and will be taught in the spring term, 1912. Prerequisit, Economics 2.

COURSE EIGHT

English Industrial History

This course is similar to and is taught alternately with Course Seven, but is a study of English, insted of American, economic development. Taught in the spring term of 1913, 1915, etc. Prerequisit, Economics 2.

HISTORY AND CIVICS

COURSE ONE

This course is for the students who have neither studied United States History in the high school nor had any experience in teaching it. An effort is made to gain insight into the method and spirit of historical study. The main lines of development from the colonial period to the present day are traced. All terms.

Text: McMaster.

COURSE TWO

This course is for graduates of the eighth grade entering the five-year program. The work will be similar to that of Course One covering the development from the discovery of America to the accession of Andrew Jackson, 1829.

Text: McMaster.

COURSE THREE

This is a continuation of Course Two. Six weeks are given to the study of our history from 1829 to the present. During the remaining six weeks a survey is given of the Illinois country and its people from the French Exploration to the present day.

Texts: McMaster and Smith.

COURSE FOUR

This course is intended for students who have had U. S. History in the high school. The course consists of a summary of European conditions during the 15th and 16th centuries, of our colonial and revolutionary eras, followed by a study of social, industrial, and political development during our national period.

Text. *Essentials of American History,* Hart.

COURSE FIVE

ADVANST AMERICAN HISTORY

An intensiv study of our development since the Civil War. The work of Reconstruction followed by an analysis of our social, industrial, and political development since 1876.

A large number of different courses in history and civics are taught because of the varying needs of students. Care should be taken to see that students enter the right class.

COURSE SIX

HISTORY METHOD FOR COUNTRY SCHOOLS

A six-week's course offerd in the Country School Department. It first presents an outline of history for the grades and shows how this outline may be condensed and adapted to the limitations of the country school program. The remaining time is devoted to the study and presentation of subject-matter, especially in the first six grades, and to the investigation of reference books and other teaching aids. Attention is also cald to the value of local history in country community improvement. Spring term.

Texts: Kemp's *Outline of History for the Grades* and *History for Graded and District Schools.*

COURSE SEVEN

HISTORY METHOD IN LOWER GRADES

This course is to give the student an understanding of the meaning of history and its purposes in the grades. The State Course of Study and the course in the training school furnish the materials for the course. After a theoretical consideration of method in history, class exercises in history in the training school furnish the basis for discussions and unifications of the work of the course.

COURSE EIGHT

HISTORY METHOD FOR HIGH SCHOOLS

This course is a study of the materials of history and the forms in which they are recorded; the six chief lines of human activity, the social, industrial, political, religious, educational, and ethical; the scope of history in the high school, its aims, methods of study and recitation. Emfasis will be laid upon the selection and organization of materials of value to the history teacher in secondary schools.

COURSE NINE

HISTORY AND CIVICS OF ILLINOIS

For students in the Country School Department. A study of the history of our state and the development of its civil institutions. Emfasis is laid upon the required work in the State Course of Study. The library is well supplied with supplementary reading material.

Text: Greene, *The Government of Illinois.*

COURSE TEN

A more detaild course for advanst students covering substantially the same field as course nine.

COURSE ELEVEN

POLITICS

This is a study of citizenship. The purpose is to give the student a grasp of the principles that bind men together in society. The inter-relation of individual and society thru the agent of society, government. A study is made of the reasons and causes for present political methods and customs. The good of the whole is set forth as the purpose which all our political and social usages are ment to serv. In all the work the student is stimulated to criticize in a constructiv way all governmental practises.

Text: *The American Citizen,* Dole.

COURSE TWELV

ELEMENTARY CIVICS

This course is for beginners who desire to prepare for a county certificate and are not redy to enter upon Course Thirteen.

The emfasis is placed mainly upon the making of the constitution, the conditions which cald forth the several provisions, the amendments and the reasons for their adoption. The machinery of Civil Government receives more attention than the philosofy. Winter and spring terms.

Text: Boynton. No credit.

COURSE THIRTEEN

ADVANST CIVICS

An advanst course in civics intended for students who have had the elementary work or have had experience as teachers of this subject. The origin and growth of laws and institutions are studied. The relation of our constitution to colonial characters, to the political experiences of the provincial era as well as to the English constitution is traced with care.

The rights and duties of the citizen, his relation to the nation, to the states, and the units of local government are considerd as essential topics. In tracing these mutual relations the machinery of government is studied as are the effects of its workings as seen in history. Party machinery for nominating and for carrying out its policies is studied. Fall and summer terms.

Texts: *Civil Government in the United States,* Fiske; *Advanced Civics,* Forman.

COURSE FOURTEEN

POLITICAL SCIENCE

This course deals with the nature, scope, and methods of political science; the nature, functions, and sphere of the state; nationality, citizenship, its rights and duties; constitutions, their sources and kinds; the distribution of governmental powers.

Text: *Introduction to Political Science,* Garner.

COURSE FIFTEEN

Ancient History

This course is intended for Juniors of the five and four-year programs. It carries the student from the earliest historical period to the invasion of the Roman Empire. It shows the contribution made by each of the early peoples toward the civilization of the race. Particular attention is given to the ancient republics and to the introduction of Christianity. Fall and summer terms.

Text: *The Ancient World,* West.

COURSE SIXTEEN

Medieval History

This course is intended for the students who have had Ancient History. The origin and development of institutions and the progress of the people receive the greater emfasis. It is the study of European development from the migrations to the Renaissance. Winter and summer terms.

Text: *History of Western Europe,* Robinson.

COURSE SEVENTEEN

Modern European History

This is a study of the expansion of Europe in the 16th century, the religious and political revolutions, and the unification of Italy and Germany. Emfasis is laid upon a view of present day conditions, problems, and tendencies in Europe, as well as upon the relations of Europe with America. Spring and summer terms.

Text: *History of Western Europe,* Robinson.

COURSE EIGHTEEN

English History

This course develops the narrativ of English History from the beginning of the Tudor period to the present. The text is supplemented by extensiv library work on the more important lines of development. The influence of English History upon that of America; England as a sea power and her part as an agent of civilization; the industrial revolution, and the rise of democracy receiv especial attention.

Text: *Short History of England,* Cheney.

SENIOR COLLEGE COURSES

COURSE NINETEEN

American History

This course is an intensiv study of the colonial revolutionary periods of American History. It is intended for prospectiv high school teachers of history, politics, and social science. Emfasis is laid upon the economic, social and political conditions of colonial life; upon the growth of self government, and the lines of development that made separation from England necessary.

Text: *The Colonies*, Thwaites.

COURSE TWENTY

This is similar in method to Course Nineteen and covers the period from 1783 to the Civil War. Federalist supremacy; the Jeffersonian system; rise of national spirit; growth and influence of the West, development of transportation facilities; parties and party government, slavery, abolition, and civil war.

Text: *The Formation of the Union*, Hart.

COURSE TWENTY-ONE

This is a study of Reconstruction with the resulting southern problems, growth of municipalities; commercial expansion; rise of corporations, and other recent problems. Emfasis is laid upon recent changes and lines of development.

Text: *Division and Reunion*, Wilson.

Courses nineteen, twenty, and twenty-one will not be given in 1912-13.

COURSE TWENTY-TWO

EUROPEAN HISTORY

This course, as well as courses twenty-three and twenty-four are intended for special students in history and prospectiv social science teachers. They are similar in method to courses nineteen, twenty, and twenty-one. The end of the political and social conditions of the so-cald Middle ages is briefly considerd, followd by a study of the Renaissance with its multiplicity of interests; the Protestant Reformation, its causes, spred into different countries, and resulting religious wars; the Peace of Westphalia with a review of economic, social, and political conditions at the time.

COURSE TWENTY-THREE

EUROPEAN HISTORY 1648-1815

The chief subjects considerd are: The era of absolutism with its dynastic wars—Colonization—Industrial Revolution. French Revolution and Napoleonic periods—Congress of Vienna, 1815.

COURSE TWENTY-FOUR

EUROPEAN HISTORY 1815-1900

Review of economic and social conditions—Metternich's system—revolt, and growth of liberal ideals, France under Napoleon III; unification of Italy and Germany; Russia and the Balkans; growth of democracy; situation at the close of the nineteenth century.

Texts used in courses twenty-two to twenty-four are volumes III to VIII of *Periods of European History* edited by Arthur Hassall.

Given in 1912-13 and in alternate years thereafter.

LITERATURE

COURSE ONE

Poetry and the Novel

Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum,* and of the novel in George Eliot's *Silas Marner.* Outside of class a further study is made of narrativ verse, usually Tennyson's *Princess* or *The Idylls of the King,* and of the novel in one of Scott's or Hawthorne's novels. The results of this study are reported in an essay by each member of the class and are discust in class. In 1912-1913, *Old Mortality* and *The Idylls of the King.*

Texts: *Sohrab and Rustum,* Riverside Literature Series.
Silas Marner, Appletons.
Princess and
Idylls, Rolfe's
Old Mortality, any edition

COURSE TWO

Poetry, Essays, Speeches, and the Novel

Narrativ and lyric verse in the volume of selections from Wordsworth made by Matthew Arnold and the great epic *Paradise Lost* form the basis of the classroom work. The outside work consists of reading from Emerson's *Essays, First Series* and selected essays from *Essays of Elia,* or Arnold's *Culture and Anarchy* or Carlyle's *Sartor Resartus, Speeches* by Burke or Webster, and a novel by one of the greater novelists. In 1912-1913 Emerson's *Essays* and *Essays of Elia,* and Jane Austen's *Pride and Prejudice.*

COURSE THREE

Shakspere

Two plays are studied in detail in class; in 1912-13 *Macbeth* and *Hamlet.* Outside of class three more plays by Shakspere are red, or Marlowe's *Edward II and Shakespere's Richard II* are studied and compared, and one more play of Shakespere is red, usually a comedy. In 1912-13 *Edward II and Richard II* and *The Tempest.*

Some attention is given to the Elizabethan theaters, the circumstances under which they came into existence, and the conditions under which plays were presented in them. The chief purpose of the course, however, is to give an understanding of the drama, its essential nature, its structure, its limitations, and its powers, and, more definitly still, to make students intelligent readers of Shakespere themselvs, and intelligent guides to others.

Texts: Shakspere, Arden, Rolfe's, Hudson's, or Porter and Clarke's First Folio edition.
Marlowe, Clarendon Press.

COURSE FOUR

ELEMENTARY LITERATURE

The purpose of this course is largely academic. Classwork includes in prose the study of *Rab and His Friends,* Lincoln's *Inaugural Addresses,* Washington's *Rules of Conduct* and *Farewell Address,* and Lowell's *My Garden Acquaintance;* in poetry, the study of poems selected from Tennyson, Longfellow, Whittier, and Lowell.

For Lincoln, Washington, and the poets Riverside Literature editions are used; for Dr. Brown, any edition.

COURSE FIVE

LITERATURE METHOD

This is a comprehensiv course in method and the conditions that determin method. It includes a study of the essential nature of literature; its right to a place in the curriculum; its proper function there; the various facts and conditions to be considerd in determining a course of study in literature from the first primary to the last high school year; and of the problems that arise in the actual teaching in elementary and high school. This work is based on the text *Literature and Life in School,* and requires a good deal of library work.

TEACHERS COLLEGE COURSES

COURSE SIX

LITERARY TYPES

This should be the first course in literature taken by students of the Teachers College. It includes a study of lyric and narrativ verse, of essay types, of the novel, and of the drama. Its purpose is to make clear what kind of knowledge of these literary types, and what sympathetic and intelligent mastery of individual works in the several type forms, are necessary for one who would teach them intelligently. It serves as an introduction to the more comprehensiv course in method and to the more advanced special courses in these several fields of literature.

COURSE SEVEN

ENGLISH POETRY OF THE NINETEENTH CENTURY

Page's *British Poets of the Nineteenth Century* is used as a text. Study is made of the characteristic themes dwelt upon by the poets red, of their characteristic modes of thinking and feeling, of their favorit verse forms and their mastery of these forms, and of their relations to their times and their significance in the social and intellectual and artistic life of the nineteenth century.

COURSE EIGHT

HISTORY OF LITERATURE

This course is intended to meet the requirements of the examination for state certificate. At present, therefore, it covers the history of American Literature and of the Elizabethan and nineteenth century periods of English literature. The texts now in use are Newcomer's *American Literature* and Long's *English Literature.* Constant use is made of Salisbury's *Elizabethan Literature* and *Nineteenth Century Literature,* the *Cambridge History of English Literature* as far as the volumes alredy issued go, of *Moody and Lovett's English Literature,* and of standard works on American literature.

COURSE NINE

COLLEGE COURSE IN SHAKSPERE

For this course the student should have a complete edition of Shakspere, either the Globe or the one volume edition by Neilson publisht by the Houghton Miffin Co., and Dowden's *Primer.* Twelv or fifteen plays are studied, including comedies, histories, and tragedies from Shakspere's earliest work to his latest. Questions of sources, time of composition, construction, language, characterization, and dramatic power are discust with reference to the plays. Some consideration is given also to their special fitness or unfitness for school use and to methods of handling Shakspere in secondary schools.

COURSE TEN

AMERICAN POETRY

This is a course in rapid reading of the American poets from Bryant to Moody and Peabody. While most attention is given to the work of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier, who are included in the text used, the course is ment also to give some knowledge of such later or minor poets as Aldrich, Sill, Guiney, Peabody, Moody, Tucker, Carman, Hovey, and Gilder. The text is Page's *Chief American Poets.*

COURSE ELEVEN

ENGLISH DRAMA

This is the study of the development of the drama from the miracle plays down to the closing of the theaters by Parliament. It requires a rapid reading of many Elizabethan plays chosen from Lyly, Kyd, Greene, Marlowe, Shakspere, Dekker, Jonson, Beaumont and Fletcher, Heywood, Middleton, Ford, Webster, and Massinger. It includes a study of the relation of the drama and the theater to the Elizabethan and Jacobean worlds. It should give the student the power to see Shakspere in a truer perspectiv.

The text used is Neilson's *Chief Elizabethan Dramatists,* but a great deal of library work is required on periods not coverd by this.

COURSE TWELV

THE ENGLISH NOVEL

With but slight consideration of the library forms that finally made the novel possible, this course procedes from Richardson thru Fielding, Smollett, Sterne, Goldsmith, Fanny Burney, Miss Edgeworth, Scott, Jane Austen, Dickens, Thackeray, Charlotte Bronte, Georg Eliot, Trollope, George Meredith, Hawthorne, Mrs. Stowe, Florence Hardy, Henry James, and Howells. It gives some consideration to such typical contemporary English and American writers as Bennett, Galsworthy, Nicholson, Harrison, and Wharton. Cross's *Development of the English Novel* is used as a guide in some measure, but the library is the main dependence for material.

COURSE THIRTEEN

ENGLISH POETRY

With Manly's *English Poetry* as text, this course is ment to give some personal knowledge of the treasures of English poetry, lyric, and narrativ, from Chaucer to Wordsworth. It is a study of both substance and form, of the themes that most ardently interested the English people from time to time in their social and political development, and of the artistic forms borrowd from others or created by themselves as means of expression.

COURSE FOURTEEN

BROWNING

For this course the student should have either Macmillan's or Houghton Mifflin Co's., one volume edition of Browning's works. It includes a study of the dramatic monolog as developt by Browning and of many of his best poems in this type, his chief lyrics and narrativs, *Pippa Passes,* and *The Ring and the Book.*

COURSE FIFTEEN

NINETEENTH CENTURY PROSE

This covers the most important representativ English and American prose writers of the nineteenth century. It gives some acquaintance with the thought and style especially of Lamb, DeQuincey, Carlyle, Ruskin, Arnold, Emerson, Holmes, Lowell, Thoreau, and their significance. Some reading is assignd also in Pater, Morley, Macaulay, Huxley, Lincoln, and Repplier.

GRAMMAR

Aim: 1. To give the student the essential facts of the subject.

2. To prepare him to express these facts in as simple a way as is consistant with accuracy.

3. To show him that topics may be presented in such an order that but one difficulty will be met at a time, and that this when masterd will prepare the way for others; to show also that that such an order makes it possible to acquire nice discrimination from the first, and that power to make fine distinctions is one of the chief values of the subject.

4. To enable him to apply in a practical way the theory that because of the analytical nature of our language the thought element must predominate over the form element in the study of its grammar.

Topics: Part I. The Sentence. The simple sentence with its essental elements is first considerd; then element after element is added until all ordinary English construction has been studied. The parts of speech are defined as the development of the sentence makes their introduction necessary, but only such classification is made as is based on use.

Part II. Parts of speech; classification, summary of uses, inflection. Textbook: Gowdy.

COURSE ONE (12 Weeks)

All the work indicated above. This course is intended for Section F. Fall, spring, and summer term.

COURSE TWO (12 Weeks)

Sentence analysis, omitting the study of verbals. This course covers the seventh year grammar as outlined in the State Course of Study. All terms.

COURSE THREE (6 Weeks)

Verbals and parts of speech. This course covers the new points in eighth year grammar as outlined in the State Course of Study. Course 2 and 3 are intended for Section I. All terms except fall.

COURSE 4 (12 Weeks)

Sentence analysis omitting noun clauses.

COURSE 5 (12 Weeks)

Noun clauses and verbals. Parts of Speech. Courses 4 and 5 are for Section L.

COURSE 6 (12 Weeks)

In this course the most essential parts of grammar are taught. Sentence analysis and the single verbal constructions. The most important facts concerning parts of speech. This course is for Section N.

COMPOSITION AND RHETORIC

People compose whenever they speak or write their own thought. If the composition is poor, it is usually because the thinking is ill-orderd. Every teacher who insists upon logical thinking and clear statement is a teacher of composition. In a matter of form while it is true that the forms may be discust and standards determined in a class dealing with the forms of discourse, it is found as in a case of spelling or pronunciation that correct habits are establisht only when all teachers unite to see that correct forms are used at all times. The best form is that which best fits the content. The best practis in composition is not in miscellaneous "exercises" with no purpose or value outside of practis. It is obtaind rather in writing and speaking matter that would need to be written and spoken even if there were no class in composition.

The work in Nature Study and Elementary Physics consists largely of observation. To give definitness to the observations, and to make just comparisons possible, these observations must be recorded. Similarly the results of observations and comparisons need to be stated in organized form.

For the reasons stated above the instruction and practis in elementary composition needed by first-year students is given in connection with the elementary science. Besides this instruction there are offerd to students the following courses.

COURSE ONE

Composition

An elementary course based on Scott and Denney's *Composition,* and Woolley's *Handbook of Composition.*

COURSE TWO

Composition and Grammar

This course is an attempt to show how composition and grammar should be taught in the country school. Only the essentials of grammar are included and these are taught largely thru the work in composition. Particular attention is given to the formation of good habits in the use of English. Themes relating to farm life are required weekly and the entire course is developt from the country school point of view and made to contribute to the idealization of country life.

The students of both one-year and two-year programs of the Country School Department. Fall and winter terms.

COURSE THREE

RHETORIC

This is a practical course in the science of rhetoric and art of composition. Two papers a week are written and criticized. Emfasis is laid on the mechanics of Composition—punctuation, spelling, and paragrafing. The study of letters and letter-writing is an important part of the Course. Scott and Denney's *"Composition-Literature"* is the text.

COURSE FOUR

SCIENCE OF DISCOURSE

This is an advanst course based on Barrett Wendell's *English Composition"* and Herbert Spencer's *"Philosophy of Style."*

Two weekly themes are required. The criticism and discussion of these occupy two periods each week. The best themes are reservd for publication in the "Vidette."

For admission to Course 3 students should have the preparation demanded for admission to Course 4 in literature. Lacking this they take Course 1 and 2, or Course 2 in rhetoric, and at least two of the courses in literature.

COURSE FIVE

SPECIAL ENGLISH

An elementary course in composition is offerd for those who are deficient. Huntington's *"Elements of English Composition"* is used as a text. No credit.

ORTHOGRAFY

The purpose of this course and of the course in spelling is to prepare students to teach the orthography outlined for the seventh and eighth years in the Illinois State Course of Study. It consists mainly of word-analysis, and drill in marking diacritically and pronouncing five hundred or more words in common use which are frequently mispronounced; such as, address, alternate, apparatus, bouquet, comparable, def, extol, genuin, government, idea, and a great deal of drill in the use of the dictionary. In the analysis of words, the meanings of the most frequently recurring roots, prefixes, and suffixes are lernd. The three rules of spelling given in the Illinois State Course of Study are lernd and applied, and at least one week is given to simplified spelling.

This course is not included in the two-year program. In the three-year program it is a six weeks course; in the four-year program it is a twelv weeks course. All terms.

SPELLING. (5 weeks, or longer if necessary.)

All students, including those admitted to Section F are offerd an examination in spelling on the sixth Friday of each term. Those who show by such examination the ability to spell ninety out of one hundred familiar words such as lose, led, busy, until, separate, reference, occurd, notable, ridiculous, accommodate, recommend, are excused from further work in spelling. Those who do not pass the examination are required to take a course of five weeks, or longer if necessary, and should take it the following term. Due attention is given to the simplified forms recommended by the Simplified Spelling Board.

PENMANSHIP

WRITING DRILL. (6 weeks, or longer if necessary.)

The object of this course is to enable students to improve their writing if it is manifestly illegible or in bad form. It includes blackboard drill in movement exercises, as outlined in the Illinois State Course of Study, with musical accompaniment to secure smoothness and harmony of movements. It is a required subject for those whose writing is distinctly poor.

READING AND PUBLIC SPEAKING

COURSE ONE

Elementary Reading

This is an elementary course designd for those students who have had little experience in oral reading. Special emfasis is laid upon assimilating the thought and then presenting it clearly.

Natural Drills in Expression, supplemented by *Julius Caesar* or *Merchant of Venice*

COURSE TWO

Reading Two

The first consideration in this course is an understanding of the spirit of literature, and that literary appreciation must precede vocal expression. Then the various essentials of interpretativ readings are studied: the group as the unit in the process of thought-getting, emotional values, succession of ideas, atmosfere, climax, tone-color, central idea, contrasts, rhythm. A grasp of the spirit of literature and the technique of the printed page leads to daily drills in vocal expression. Finally, thruout the course reading aloud is made the mesure and test of the student's grasp of the absolute life of literature.

Text: *Drill Book in Dictionary Work;* Metcalf and DeGarmo.
Classics for Vocal Expression; Curry.
Romeo and Juliet, Macbeth, The Tempest..

COURSE THREE

The Reading of Poetry

The primary purpose of this course is to show what poetry is, and to train the student in rendering it orally. It deals with various examples of poetic art. 1. Intellectual, imaginativ, and emotional aspects of literature. 2. The elements of lyric, epic, and dramatic poetry. 3. Rhythm, rime, alliteration, assonance, tone color. 4. Analysis as a preparation for oral expression.

Text: *English Poetry, Its Principles and Progress,* Gayley and Young. *Othello, King Lear, Hamlet, or Antigone.*

COURSE FOUR

The same as Course three with the addition of a study of phonics.

COURSE FIVE

How To Teach Reading

A.—Primary Reading, Grades I-IV

This is a course that discusses the various problems that arise in teaching reading in the public school. Observation lessons by the critic teachers run parallel with class room work. Teachers expecting to teach in the Primary Grades should take division A of this course and follow it with Story-Telling.

Text: *Pedagogy and Psychology of Reading,* Huey.

Grades V-VIII

This particular division will study the problems that arise in the intermediate and upper grades.

Text: *How to Teach Reading in The Public Schools,* Clark.

COURSE SIX

The Art of Story Telling

This is a course designd to meet the needs of the teacher in the grades and high school. It quickens the imagination, develops the insight into literature, incites growth in the spirit of literature instead of slavish dependence on the letters of the selection. It causes the story teller to see clearly and think deeply and present the great points of the story. The stories studied will be the world stories that have influenced the race. They will be taken up in sequence and their relation to the spiritual development of the race will be shown.

Text: *Story Telling,* Lyman.

COURSE SEVEN

Platform Reading

An advanst course pland especially for those who wish to enter contests and for all who feel the need of skill and finish for appearing in public.

The selections studied will be of the highest type of literature and great attention will be paid to the Interpretation and Delivery. Open to students who have completed Course III or Course IV. Electiv. Winter term.

Text: *Lessons in Vocal Expression;* Chamberlain and Clark.

COURSE EIGHT

Extemporaneous Speaking

The preparation and delivery of original speeches. The student is shown that effectiv speaking grows out of obedience to accurate laws and that it is never a matter of impulse. The impelling motivs, the factors of interestingness, the central idea, the ends of speech are the chief details of this course. Naturalness and earnestness are sought at all times. Subjects are chosen from current topics, literature, economics, science, sociology. Special attention is given to the short 3, 5, or 10 minute speech for a definit occasion, such as institute, convention, lodge, after-dinner, club, or church.

Text: *Effective Speaking,* Phillips.

COURSE NINE

Argument

The theory of argumentation with practis in preparation of briefs. Fall term.

Text: *Argumentation and Debating,* Foster.

COURSE TEN

Oral Debate

Practice in the delivery of debates. Special attention is laid on team work and effectiv delivery. This course completes the preceding course in argument. Winter term.

COURSE ELEVEN

The Speaking Voice

This course aims to lay the basis of a correct use of the speaking voice. Individual and class drills and exercises are used to secure flexibility, projection, volume, support, resonance, and control of the tone. Especially designd to benefit the class-room voice.

Text: *The Speaking Voice,* Everts.

COURSE TWELV

THE ANALYSIS AND PRESENTATION OF THE DRAMA

This course will present the drama as a living agent and by analysis and presentation make vivid examples of ancient and modern drama. The dramatic work of the school will grow out of this course and students entering it must have taken other courses designated by the instructors. After an understanding of the technique of the drama and its analysis the class will present scenes and selected drama.

The following plays will be analyzed and presented in part or whole in the class:—

The Land of Heart's Desire. Julius Cæsar, Antigone, Romancers, The Critic, She Stoops to Conquer, Edipus Rex, Esmeralda, Richelieu, The Lady of Lyons, Alcestis, Medea, Ulysses, In a Balcony.

COURSE THIRTEEN

ADVANST PUBLIC SPEAKING

A course for those who have taken extemporaneous speaking. The various kinds of speeches are considerd, such as lecture, after-dinner speech, institute talk, commencement address, political speeches, dedicatory address. The basis of the work is the larger speech on the more formal occasion than the extemporaneous speech demands.

Text: *The Forms of Public Address*, Baker.

VOCAL MUSIC

COURSE ONE

This course is for beginners in sight reading. Songs lernd thru imitation. The elements of music—ear concepts—deduced from the familiar songs. The major scale. Notation—eye concepts— as it pictures the familiar musical elements. Written work as a further means for eye training. Key and mesure signatures, and all forms of notation necessary to the intelligent reading of vocal music. Sight-reading in unison and two, three and four-part harmony. Fall, winter, spring and first summer terms.

Text: Leason's *Choral Class Book.*

COURSE TWO

This course is for students who have finished Music One, or an equivalent course. The minor scale in its several forms, as related ot the major scale. Chromatic tones. Intervals and chords. Modulation and key relationship. Classification of the elements of music and the presentation of their parts in logical succession. The problems involvd in the art of reading vocal music, considerd from the teacher's point of view.

Material: *The Laurel Singing Book* and a collection of music in sheet form.

COURSE THREE

Primary Music

The complete song as a basis for the child's music education. Selecting songs: (a) With reference to their use; (b) with reference to the child voice. How to teach a rote song. Classification of voices and development and care of the child voice. The monotone. Observation of the simpler elements of song, such as the phrase, the rhythm, beat, accent, mesure and scale relationship of tones. Notation of familiar melodies. Written work. Reading simple melodies. A textbook in the hands of the pupil. Fall. winter, and spring terms.

COURSE FOUR

Song Singing

This is a course in imitativ song-singing. It is designd for students who have hitherto made little or no attempt at singing. The aim of the course is

(a) To give the student a means for self-expression thru music.

(b) To give him a practical experience with, and in, a good class of music.

(c) To supply him with a musical vocabulary as a proper basis for the study of music.

(d) To develop the student's voice in a musical way.

The Choral Club

The choral club—a chorus of mixt voices—meets twice each week. Composition of the better class and excerpts from the standard cantatas, operas, and oratorios are studied and prepared for public presentation. Three concerts are given each year.

The Glee Clubs

Practis in part singing may be further developt in connection with the work of the Girls' and Boys' Glee Clubs, which meet twice a week for practis.

The Orchestra

Students who play upon orchestral instruments are given an opportunity for practis in concerted playing. The orchestra holds one rehersal each week.

LATIN

Two forms of the undergraduate curriculum in Latin are offerd: The first of four credits for students who have alredy completed three year's work in Latin; the other of ten credits for beginners.

Seven advanst courses (Course 11, 12, 13, 14, 15, 16 and 17) are offerd, all of which may be counted towards a degree.

Graduates of approved high schools, if they have three or four year's Latin, may substitute the four courses in method outlined below and any two advanced courses for credits in their regular course as may be directed.

Students in the longer programs may substitute Latin for stard subjects as shown in the programs on pp. 23, 24, 25.

Beginners are advised not to take up the study of Latin unless they propose to complete at least two years' work.

For the first year's work in the courses for beginners one credit is allowd, for the second year's work three credits.

THE FULL LATIN CURRICULUM

The entire curriculum as provided for beginners consists of ten terms numberd consecutivly as follows:

Courses one and two, Latin Grammar and Reader.

Courses three, four, and five, Selections from Roman History, Nepos and Viri Romae, and composition based thereon. Two books of Cæsar.

Text: Rolfe's *Junior Latin Book.*

Courses six and seven, Cicero's Orations, Harper and Gallup.

Course eight, Ovid, Kelsey.

Courses nine and ten, Vergil's Aeneid, Frieze.

In aim, content and method these courses are similar to the Latin Method Courses described on the next page.

LATIN METHOD COURSES

COURSE ONE

Method in Beginning (First-Year) Latin

Prerequisit: An academic knowledge of the usual first year's work. A re-examination of Latin grammar, the search being in the main one for unity and harmony. Comparativ view of the declensions and conjugations and correlation of fonetic changes with phenomena that the pupil is acquainted with. Physiological explanation of fonetic changes. Introductory study of syntax, or of how Latin expresses the main types of relations. The question is askt at every step: What is the English (or the German) way of expressing the same relation? Roman pronunciation with special care for the long vowels. Bennett's *Teaching of Latin.* Appendix of Bennett's Grammar. Fall term.

COURSE TWO

Cæsar and Cicero Method

The first six weeks of this course are an inductiv study of the Latin ways of expressing those relations that offer to beginners the most difficulty, the collection of all examples in Cæsar of these constructions, and the examination of different authorities. Thus are studied *cum*-clauses, the gerund and gerundiv, the uses of the dativ, etc.

The second six weeks' study is based upon Cicero's orations. It is insisted that the translation be worthy of the Latin original and that it be given in the class as it should be in reading class. The Cicero class that is not a good rhetoric class and a good reading class is not a good Cicero class. Winter term.

COURSE THREE

Latin-English Etymology

The work will be an advanst character but only two years of Latin are required as a prerequisit. It may be taken for its cultural value by those who are not specializing in Latin.

This course is expected to give the student a much more lasting and comprehensive view of both the cognate and the lineal relationship of Latin and English than can be given incidentally in connection with the other Latin courses. It should be taken by all who expect to teach much Latin. Spring term.

COURSE FOUR

Method in Vergil and Ovid

Careful translation of the text and study of scansion. Much attention is given to mythology and to the literary and the archeological phase of the work. Fall term.

Students who take the Latin Method Courses above should take also two of the following courses:

COURSE ELEVEN

Advanced Reading. Livy.—Prerequisits: Courses 1-4 above, or four years of high-school Latin.

Comparativ syntax of Livy and Cæsar. Discussion of secondary school problems that pertain to Latin. Taught in the winter of the school year 1913-14. Text: Lord.

COURSE TWELV

Advanced Reading. Horace.—Prerequisit: Course 11 or 13 Taught in the spring of 1914. Text: Smith.

COURSE THIRTEEN

Advanced Reading. Tacitus, *Germania and Agricola.*—This course alternates, as to the years it is taught, with Course 11. Prerequisit: Courses 1-4 or four years of high-school Latin. Taught in the winter term of the school year 1912-13.

COURSE FOURTEEN

Advanced Reading. Plautus, *Captivi.* Terence, *Andria.*—This course alternates as to the year it is given with Course 12. Spring of 1913. Prerequisit: either Course 11 or Course 13.

COURSE FIFTEEN

Advanced Course in Writing Latin.—A preliminary review of elementary work followed by the writing of connected discourse more difficult in character. Fall term every year.

COURSE SIXTEEN

THE TOPOGRAPHY AND MONUMENTS OF ROME

In this course, the aim is to trace the development of Rome from its earliest known occupancy to the present. The study of original sources and modern authorities will be supplemented by illustrated lectures. Winter term.

COURSE SEVENTEEN

ROMAN LIFE IN LATIN PROSE AND VERSE

This course is designd to give a general view of ancient and medieval Latin literature. Attention will also be given to its place in the Renaissance movement and to its influence upon modern literature.

The course is open to those who have completed three years of Latin study.

Texts: Peck and Arrowsmith's *Roman Life in Latin Prose and Verse,* Simth's *Latin Selections.* Spring term.

GERMAN

FIRST YEAR'S WORK

Courses 1, 2, and 3, taught successivly each fall, winter, and spring term, constitute the first year's work in German. They include grammatical drill, composition, some practis in conversation, an elementary view of English-German philology, and the translation into English of 375 pages of German, including one classical drama. These three courses or two years' of high-school work, are a prerequisit to any of the advanst courses 4-9.

COURSE ONE

Elementary course; pronunciation, grammar, and easy reading. Hillern's *Höher als die Kirche.* Fall term.

COURSE TWO

Grammar, syntax, and reading of modern prose. Memorizing of prose and verse. Storm's *Immensee,* and his *In Saint Jurgen.* Wildenbruch's *Das Edle Blut,* and his *Der Letzte. German Poems for Memorizing.* Winter term.

COURSE THREE.

Translation into German, grammatical drill, dictation, translation into English of Schiller's *Wilhelm Tell,* memorizing of lyrics and ballads. Clayton's *Material for Oral Translation.* Spring term.

TEACHERS COLLEGE COURSES

Prerequisits: Courses 1, 2, and 3, or two years of high-school work.

Students seeking the Normal-School diploma and wishing a recommendation as to their ability to teach German upon graduation, should take at least three of the Courses 4-9, arranging to substitute the same for subjects regularly in their programs.

Students seeking a degree and selecting German as a principal subject, should take all the courses 4-9. All may count towards a degree unless previously counted towards a diploma.

Courses 2-9 include a thoro study of German grammar, Joynes-Meisner, Parts I, II, and III. They include constant practis in conversation and composition in connection with grammatical studies and the memorizing of German idioms, thru *freie Reproduction*, and thru epitomes of, and composition exercises based upon, the texts red. As the course progresses German becomes increasingly the language of the classroom. Much more attention than is usually the case is given to English-German philology. During each year of advanced work there will be a thoro discussion of the aims, methods, and courses of high-school German.

Courses 2-9 include the translation of 2400 pages from the very best of German authors, with the study of the lives and works of Grimm, Anderson, Lessing, Freytag, Schiller and Goethe.

Student specializing in German should ordinarily specialize to some extent also in English or in Latin.

COURSE FOUR

Freytag's *Die Journalisten*, Lessing's *Minna von Barnhelm* Lyrics and Ballads (Hatfield). Fall term.

COURSE FIVE

A study of the life and works of Schiller. *Die Jungfrau von Orleans* and *Marie Stuart*. Winter term.

COURSE SIX

A study of the life and works of Goethe. His *Egmont*, his *Hermann und Dorothea*, and many of his lyrics will be red. Spring term.

COURSE SEVEN

Freytag's *Soll und Haben*, and his *Karl der Grosse*. Study of the idioms of recent and contemporary German prose. Fall term.

COURSE EIGHT

Sudermann's *Frau Sorge*. Heine's *Die Hartzreise* and some of his lyrics will be red. Winter term.

COURSE NINE

A study of the life of Goethe. Selections from *Dichtung und Wahrheit*, and *Iphigenie auf Tauris* will be red; also many of Goethe's lyrics. Spring term.

In courses 7, 8, and 9, one hour a week will be spent in German conversation. Bacon's *Im Vaterlande*.

ART DEPARTMENT

The function of the art department in this school is primarily the consideration of the art in the common things of life. If there is a distinction between the so-cald fine arts and the industrial arts, the latter receiv chief attention. There is little work attempted in the following courses that cannot be done in any school. Many of our students come from the rural school and they go back to the rural school. Country life furnishes the best resources for elementary art training. Our courses are shaped in consideration of these facts. The art element is important in all industrial training. Ideas of good form and good color are essential in manual training and household art.

There is a growing demand for teachers who can introduce elementary art instruction into the smaller cities of the state. In many respects this school affords excellent facilities for the training of special teachers. The kindred arts are being rapidly developt with the best equipment. The professional studies of the normal school are available for the students of art, who may learn the proper setting of art courses in the public school curriculum.

COURSE ONE

Freehand Drawing

This course treats simply of the technique of drawing as a language. There is no effort to touch the art element.

The scope, function, divisions, and kinds of drawing, foreshortening and convergence, and light and shade are the subjects.

More extensiv treatments of these subjects are offerd in courses two and three.

It is recommended that courses seven and eight be elected to supplement this course.

COURSE TWO

Primary Teachers' Course

There are two parts; one that considers the subject for the children and the other for the teacher.

Suggestions in regard to illustrativ drawing, play modeling, elementary object and nature drawing make up the first part.

The second part includes effectiv blackboard drawing, study of the pose, picture study for the lower grades, and the elements of the three branches of form study: construction, appearance, and design.

It is recommended that courses seven and eight be elected to supplement this course.

COURSE THREE

DRAWING FOR RURAL SCHOOLS

Study of objects in mass drawing that are interesting in color and shape.

Simple suggestions in regard to convergence and foreshortening in the appearance of objects.

Flowers, sprays, fruits, vegetables, trees, animals in characteristic pose, and simple landscapes are selected with a hope of adding to the pupil's appreciation of the beauty in the things about him.

Students are taught to sit in a position that will give an easy free use of the hand. A skill and grace are sought which will help make any work of the hand a finer product.

It is recommended that courses five and six be elected to supplement this course.

COURSE FOUR

ELEMENTARY FORM STUDY

Study of the shape of common objects with attractiv form. For one month clay is the medium, then a soft led pencil is used in making elementary working drawings and in rendering mass, outline, and tone sketches.

COURSE FIVE

FREEHAND PERSPECTIV

This course is introduced by a discussion of the scope, function, divisions, and kinds of drawing, which leads to the problem of convergence and foreshortening.

Chief problems: Curvd-edge objects:—Three views of the circle, concentric circles. Straight-edged objects; nine typical positions of an object as to the observer. Study of parallel receding edges and foreshortend faces. The problems are studies made from local conditions and may be reset to the opportunities of any other school.

COURSE SIX

LIGHT AND SHADE

Training in light and shade is a fundamental element in the appreciation of the beauty in objects.

This course begins with the study of two faces of an object in flat values. Later there is a consideration of three faces, curvd faces, shadows, reflected lights, composition in two and three tones, translation of color. The last part of the course applies some of the principles discoverd in the foregoing to blackboard illustrativ sketching.

COURSE SEVEN

Color

Color knowledge and color training are essential to good taste in the use of color. The use of color has much to do with the nervous system.

The course considers the spectrum, tints, shades, tones, and intensities. Color characteristics and a theory of color harmony. Simple nature studies are used. Plants, sprays, fruits, vegetables, and nearby views.

COURSE EIGHT

Art in History

The school is supplied with a good reference library, pictures, stereoscopic views, lantern slides, casts, and other collections which give good opportunities in this course. The subject is developt by topics arranged by the teacher which treats briefly of the Egyptian, Greek, Roman, Byzantine, Saracenic, and Gothic schools of architecture. The picture study course treats of typical painters in the Italian, Dutch, Flemish, English, French, and American schools.

COURSE NINE

Esthetics

The psychology of beauty is the subject of this course. Students will be askt to review parts of Hegel's *Philosophy of Art,* Puffer's *Psychology of Beauty,* Hogarth's *Analysis of Beauty.* The life and works of John Ruskin and William Morris are studied as they touch upon our theme. It is hoped that students who pursue this course will arrive at some well-founded and organized ideas of the place and value of esthetics in the life of an individual. Winter term.

COURSE TEN

Painting and Representation

This course is a study of picture-making: how to paint, what to represent, and how to organize a picture. Essential points are arrangement of lines, spaces, tones, and values. Points in this course are similar to those in rhetoric in language and harmony in music. Study of the works of master artists in regard to points of composition is an important means to the end. Most of the problems are workt out first in a simple dry medium (charcoal). Later oil paints are used. While skill with any medium can not be gaind in a short time, the important side of this course can be appreciated by any faithful student, who may be admitted to the advanced courses.

COURSE ELEVEN

ORGANIZATION

The topics:

The relativ importance of different branches of public school art and their relation to each other; the aims and standards of successful work; tentativ plans and courses of study; study of proposed standard courses; the opportunities of the art teacher aside from her technical work.

COURSE TWELV

DESIGN

Three terms are given to the work in design. The first course is pure design, the principles of order and beauty are applied to tones, mesures and shapes. The ideas and training in this course are essential to good work in the second and third terms.

Design is the fruit of all the other courses such as color, light and dark, and form study. From these courses comes the training that makes for taste or skill in application of the principles of balance, rhythm, and harmony.

In the second and third terms are applied design; courses in which the student is expected to make a design for some definit purpose, and for some praticular material. Clay, lether, linen, and metals are commonly used.

COURSE THIRTEEN

PRIMARY HANDWORK

This course presents problems in handwork suitable for the first four grades and includes work in paper and card board, in textils and in clay.

COURSE FOURTEEN

INTERMEDIATE HANDWORK

Handwork adapted to the four upper grades is considerd in this course, including book-binding, pottery, basketry, stenciling, sewing, and woodwork.

In courses thirteen and fourteen attention is paid to the industrial import of the several lines of work engaged in; for instance, the work of pottery leads to a consideration of this important industry as carried on commercially, to some appreciation of the processes and of some of the fine wares produced. The bookbinding and textil industries present similar opportunities.

COURSE FIFTEEN

METAL WORK

Sheet copper, brass, and in some cases silver, will be used for making such articles as trays, bowls, belt buckles, paper knives, book ends, letter holders, and candle holders.

These processes are employd:—

Sawing, filling, shaping on sandbag and over stake and anvil annealing, riveting, soldering, etching, and repousse.

Fall term, two hours per day.

COURSE SIXTEEN

POTTERY

Courses nine, ten, and eleven offer work in handcrafts in which the elements of design as related to the material in hand is an important feature. Under pottery the following processes are considerd:

1. Modeling.
2. Coil bilding.
3. Preparation and application of glazes.
4. Biscuit and glaze firing.
5. Use of Potter's wheel.

Winter term, two hours per day.

COURSE SEVENTEEN

BOOK-BINDING, LETHER MODELING

Book-binding receivs the bulk of the time—ten weeks—and presents progressiv work of graded difficulty, beginning simply enuf for the lower grades and including substantial lether bindings. Repairing of books and binding of magazines and pamflets is included. Spring term, two hours per day.

Spring term, two hours per day.

The vocational and especially the avocational possibilities of the above crafts are considerd, as well as their schoolroom possibilities.

An appreciation of beauty in useful objects is being developt by the effort put forth in making over materials into useful and artistic forms, and thru opportunities which will be afforded to see work of other and more skild craftsmen.

COURSE EIGHTEEN

HOUSE DECORATION

This course is offerd for the purpose of applying art principles to the problem of house furnishings.

Fitness to purpose must be considerd first; e. g., how may a house, a room, most adequately embody the idea behind the home or the room? Considerations underlying choice of colors, dominant and contrasting harmonies, the house as an harmonious unit, the room in its relation to the whole and to other rooms, are a few of the subjects discust.

Two hours daily.

COURSE NINETEEN

COSTUME DESIGN

An appreciation of the structural elements of Art—Line, Dark and Light, and Color—must be possest not only by the painter of landscapes but also by the successful designer of costumes.

In this course, beauty of line, dark and light, and color, the principles of rhythm, balance and harmony as applied to clothes are studied.

Colors most successfully worn by persons of various complexions, as well as suitable styles for various figures are considerd.

Two hours daily.

SPECIAL ART TEACHERS

The following program is provided for students who desire to become special teachers of art. It extends over two years and includes all the pedagogy, psychology, and practis teaching required in other normal programs. One year's work is provided in two related departments, manual training and domestic art, all the art courses, and one special course in organization. Students of this course are subject to the general requirements of physical training and platform speaking.

TEACHING

Special art students are offerd two terms of training in the Model School under the same conditions as the regular normal students. In addition there is an opportunity for the student to study the problems of a supervisor or director while assisting in the art department.

SPECIAL ART PROGRAM

FALL	WINTER	SPRING
Perspectiv	Light and Shade	Mechanical Drawing
Color	Elementary Form Study	Painting and Representation 10
Primary Handwork	Intermediate Handwork	Bench Work
Teaching Process	Psychology	General Method
Electiv	Electiv	Economics
Physical Training	Physical Training	Physical Training
	SUMMER TERM	
	Nature Study	
	Electiv	
	SECOND YEAR	
Principles of Design	Applied Design	Applied Design
Art in History	Esthetics 9	Organization 11
Domestic Art	Domestic Art	Domestic Art
History of Education	Teaching	Teaching
Teaching	Assisting in Art Department	

MANUAL TRAINING

The contribution of manual training to a complete and rounded education is now generally recognized, and the number of schools where it is given a place in the program is constantly increasing The demand for teachers who can conduct the work continues to be far in excess of the supply.

The new Manual Arts Bilding, for which the 45th General Assembly appropriated $100,000, with its equipment, together with the other resources of the Illinois State Normal University, affords excellent facilities for the training of special teachers in the manual arts. It is the intention to place special emfasis upon those forms of manual training that are practicable under ordinary conditions in Illinois with reasonable expenditures for equipment and materials, and to give comparativly little attention to those lines of work which are impracticable by reason of the great expense involvd.

An outline of the courses offerd is given herewith.

The Special Summer Announcement, issued early in the spring each year, should be consulted for information as to courses in this department that are offerd in the summer terms.

In addition to the preparation of special teachers there still exists the important task of equipping the ordinary teacher with a knowledge and appreciation of handwork in the school so that he may the more intelligently cooperate with the supervisor or, if opportunity offers, himself make a beginning in connection with other school work. Every effort will be made to meet the needs of teachers who desire this sort of preparation.

Classes in handwork in the Model School offer opportunities for observation and assisting in practical work with children.

COURSE ONE

Benchwork in Wood

The aim of this course is to teach the important tool operations used in woodworking. It is arranged to prepare teachers who wish to teach benchwork in the upper grammar grades and high school. The work as outlined can be taught in any school that has an equipment of benches and hand tools. The students make a number of useful articles which illustrate various tool processes. The sharpening of tools and a study of materials used in woodworking will receiv due attention. Class demonstrations and shop talks will be given at each new stage in the work.

No credit will be given toward graduation for less than 120 hours work. Students taking the special manual training course must complete 240 hour's work.

COURSE TWO

WOOD-TURNING AND PATTERN MAKING

The fundamental tool processes used by the wood-turner will be taught by demonstrations and practis at the lathe.

A number of problems in spindle turning, cylinder turning, beads, fillets, cones, concave and compound curves, etc., will be required before taking up face-plate work and pattern-making which will follow. A number of patterns will be made which will illustrate important principles, such as draft, cores, fillets, shrinkage, partings, etc.

Prerequisit, Course one.

COURSE THREE

FURNITURE CONSTRUCTION USING WOODWORKING MACHINERY

The use of woodworking machinery by advanst students in manual training tends to make the work far more vocational, and gives a training on various machines that is hard to get in a commercial shop, where the workmen lern to work on only one or two machines. Students will be taught to use the circular and band saw, and pointer, the surfacer, the mortis machine and the trimmer and to perform the hand tool work necessary for fitting and assembling.

Factory methods, in which the same process is repeated till skill and speed are acquired, are followd to a large extent where several articles of the same kind are wanted.

The various methods of wood-finishing receiv considerable attention.

Prerequisit, Course one.

COURSE FOUR

ORGANIZATION OF MANUAL TRAINING

This course is pland for persons who wish to teach manual training. Tools and methods of using them receiv due attention, so that the student may lern how to give a proper class demonstration. Lesson plans, equipments, and courses of study are prepared to help the student to understand these problems.

In order that the student may become familiar with the literature of manual training, the history, philosofy, psychology, and pedagogy of manual training are discust, and library reading and theme writing are required.

Prerequisit, Course one.

COURSE FIVE

Mechanical Drawing

This is a course for beginners and includes working drawings. lettering, geometrical drawing, problems in projection, intersections of solids, development of surfaces, tracing and blue printing, and a few drawings in isometric projection. The important principles in the theory of drawing are taught, and much attention given to neat ink work using the drafting conventions usually employd in the best drafting rooms.

Students may furnish their own instruments, or rent them from the department. Bennett's *Problems in Mechanical Drawing* is used as a text. Two hours a day for 24 weeks, 2 credits. Taught every term. This course is required of all students taking the special manual training course.

COURSE SIX

Mechanical Drawing

The special conventions of machine drawing, sketching, detailing, assembling, etc., are presented to the student in this course Machine details such as screws, bolts, etc., are drawn to illustrate the technical conventions used by draftsmen in making such drawings. Free hand sketches of machine parts are made on platted paper and later machine details and assembled drawings are made with the drafting instruments from the sketches. Some of the important parts of a gasoline engine are drawn, and the strength and proportions of the parts are criticized from standard formulas workt out by engineers who have made a special study of gasoline engine designs.

This is an advanced course for student who wish to be prepared to teach mechanical drawing in high schools.

Two hours per day for 12 weeks. One credit.

Prerequisit, Mechanical Drawing.

Text: *Mechanical Drawing for High Schools,* Sloan, Evans and Zimmerman.

COURSE ELEVEN

Course in Thin Wood Construction

The course consists of a group of models for fifth and sixth grades. They may be made in the school room, using the desks as benches where no school shop is available.

Instruction is given in the care and sharpening of tools, use of hammer, saw, try square, ruler, plane, brace, and bit.

The course also includes a series of talks on the various kinds of woods used, and their values; on the materials from which the tools are made, and on other materials used in the course.

An important part of the course is the planning and teaching of lessons adapted to the lower grades. Time 60 hours. One-half credit.

COURSE TWELV

ARCHITECTURAL DRAWING

Architectural letters, conventions, details, sections, study of materials, specifications and mechanical perspectiv are taught in an elementary way as drawing the complete plans of a small two story frame house designd by the pupil.

Prerequisit, Course five.

Two hours per day for 12 weeks. One credit.

Text: *Mechanical Drawing for High Schools,* by Sloan, Evans, and Zimmerman.

SPECIAL MANUAL TRAINING PROGRAM

78 weeks—26 credits

The following program two years in length, leading to the Normal University Diploma, is offerd to graduates of approved high schools who wish to prepare themselvs as special teachers of manual training. Public speaking and gymnastics are required as in all other programs.

FIRST YEAR

FALL	WINTER	SPRING
Bench Work	Bench Work	Lathe Work
Drawing	Mechanical Drawing	Mechanical Drawing
Primary Handwork	Intermediate Handwork	General Method
Teaching Process	Psychology	Teaching
Geometry	Gymnastics	

SUMMER TERM

Design
Color
Electiv

SECOND YEAR

FALL	WINTER	SPRING
Man. Tr. Organization	Furniture Making	Machine or Architectural Drawing
Economics	Principles of Education	School Management
Shop Teaching	Shop Teaching	Bookbinding
Art Metal	Thin Wood Work	Industrial History
	Pottery	

HOUSEHOLD ART

It is the purpose of this department to provide for the adequate training of teachers of Household Art. During the second year, students are required to do practis teaching in the training school.

Courses 1, 2, 3, and 6 may be taken as electivs by student in other departments.

Materials are furnisht by students for all courses except course 6 for which a fee of two dollars is charged.

COURSE ONE (Fall Term)

Hand Sewing in Elementary Schools

This course includes hand sewing, crochetting, knitting, darning, mending. It gives work to be used in the elementary grades and works out a course of study for these grades.

A history of the beginnings of the arts and industries of primitiv life and the development of weaving and spinning is studied in this course.

COURSE TWO (Winter Term)

Garment Making

Machine sewing and care of machines, drafting patterns and making of undergarments, simple embroidery, economical use of materials.

The textil work includes the study of cotton and wool.

COURSE THREE (Spring Term)

Dressmaking I

Principles of dressmaking; drafting patterns; selection and economical cutting of materials, the making of shirt waist suits and more elaborate cotton dresses; with especial emfasis on artistic color combinations and suitable design. Prerequisit, Course 2

Textil work includes the study of flax and silk.

COURSE FOUR (Fall Term)

Dressmaking II (6 weeks)

Pattern drafting and the making of a silk waist and cloth gown. Color combinations and design given special attention in connection with the garments made. Prerequisit, Course 3.

HISTORY OF THE HOME (6 weeks)

This course contemplates the study of the home, and its adaptations to modern conditions; the relation of the housekeeper to municipal problems; the family income and its proper division for food, shelter, and clothing; true and false economy in the control of expenditures; value and economy of raw materials as compared with ready-to-wear clothing.

COURSE FIVE (Winter Term)

THEORY OF TEACHING HOUSEHOLD ART

This course considers the relation of Household Art to education, the method of teaching the subject in various kinds of schools; its relation to the curriculum; planning of lessons and courses of study; certain problems of equipment and cost. Library work and term papers.

COURSE SIX (Spring Term)

MILLINERY

Construction and trimming of hats, beginning with the use of foundation materials, making and altering of wire and buckram frames in various ways, renovation and use of old materials; remodeling of hats and the making of a hat.

The subjects to be discust in this course are history, simplicity, suitability and cost of hed dress; the claims of the Audubon Society.

Text: *Textils*, William H. Dooley. D. C. Heath & Co. $1.00.

RURAL SCHOOL COURSES (FALL AND WINTER TERMS)

This course has for its aim the presentation of such work as can be accomplisht in rural schools. The first six weeks are devoted to stitches, seams, mending, and the making of household articles; the last six weeks to the making of undergarments. The time and place for sewing in the rural schools will be discust.

SPECIAL PROGRAM IN HOUSEHOLD ART

78 weeks

FIRST YEAR

FALL	WINTER	SPRING
Household Art 1	Household Art 2	Household Art 3
Teaching Process	Psychology	General method
Science of Discourse	Commercial Geografy	Economics
Principles of Design	Drawing 5	Color
Gymnastics 1	Gymnastics 2	Gymnastics 3

SUMMER TERM

Physiology
Floriculture and Landscape Gardening

SECOND YEAR

FALL	WINTER	SPRING
Household Art 4	Household Art 5	Household Art 6
History of Education or Teaching	School Management or Teaching	Principles of Education or Teaching
Costume Design	Home decoration	Industrial History
Electiv	Electiv	Electiv

Electivs may be chosen by the rules on page 30.

Students may in three years complete a program combining Domestic Art and Domestic Science.

HOUSEHOLD SCIENCE

The courses in Household Science are pland to cover the six terms of two regular school years and one summer term.

They are designd for high-school graduates, and the correlated studies required are those considerd necessary to the preparation of a teacher of Household Science.

Courses 1, 2, and 3 in Household Science are open to regular students who wish to take up the work as an electiv without pursuing all the correlated studies. Classes in Household Science are limited to eighteen members. Students are registerd in order of application.

Materials used by students are charged at cost.

COURSE ONE (Fall Term)

Cookery I

The first course of cookery is based on a study of Food Principles. The composition and dietetic value of food materials and the processes of cookery best adapted to each class of foods are discust and each principle is illustrated by the preparation of simple dishes. The practical work is designd to acquaint the student with all the fundamental processes of cookery and the most attractiv methods of serving. At the same time the sources, history, manufacture, and cost of each food is considerd. Daily, two periods each day.

COURSE TWO (Winter Term)

Cookery II. Household Management I

The second course in cookery provides instruction and practis of an advanced character and a wider application of the principles studied in the first course.

Open to all who have completed Course I in Cookery. Three lessons per week, two periods each.

The first course in household management is a systematic study of the duties of the housekeeper embracing the foundation, administration, and maintenance of the home. Lectures in sanitation, household accounts, laundry work, and domestic servis are included in this course. Two lessons per week.

COURSE THREE (Spring Term)

Cookery III. Household Management II

The third course in cookery is a continuation of the work given in the first and second courses. It deals with the planning and preparation of menus, the choice and arrangement of appropriate garnishing and correct methods of servis. Simple and inexpensiv meals are pland to meet the requirements of a standard dietary and a number of these meals are prepared and servd by the students.

The second course in household management is devoted to the study of marketing and serving.

The course in marketing is carried on by lectures and by practical observation in visiting markets. The course deals with the quality, price, and uses of food stuffs and takes up a study of the Pure Food Laws and Requirements. One day per week.

The course in serving includes the care of dining room and pantry; care of silver and cutlery; washing of dishes; care of lamps; serving of brekfast, luncheon, dinner, and invalid's tray; preparation of fruit, salads and sandwiches and the use of a chafing dish. Twice per week. Open to all who have taken Courses I and II in Cookery.

COURSE FOUR (Fall Term)

Cookery IV

Five lessons per week for 12 weeks. Lessons 2 periods each.

The fourth course in cookery combines the skill in cookery, acquired during the earlier courses, with the knowledge of correct methods of serving, practist in the serving course; and carries out, in practical manner, the planning of menus and serving of meals. The students acquires skill in handling large quantities of material, a knowledge of correct combinations, cost of materials, time of preparation for meals and labor involvd in serving a large number of people. Daily; two periods per day.

Open to all who have completed Courses I, II, and III in cookery and Course II in Household Management.

COURSE FIVE (Winter Term)

Household Management III

Five lessons per week for 12 weeks. Lessons 2 periods each.

This course in Household Management includes lectures on home nursing, dietetics, and household science principles.

The course in home nursing is pland to enable one to render intelligent assistance in the sick room. The subjects coverd are the furnishings, warming, and ventilating of the sick room; making of the sick bed; bathing and dressing the patient; administering food and medicin; lifting and care of helpless patients; preparation and application of poultises, bandaging, emergencies, diet in disease and invalid cookery. Twice per week.

A study of dietaries involvs consideration of nutritiv value, digestibility and cost of foods; the balanced ration; combinations of foods suitable for workers, old persons, infants, and invalids, and economic dietaries. Twice per week.

The course in Household Science principles embraces a study of the meaning and history of the household science movement; household science equipments, courses, and methods of study; and the qualifications necessary in a teacher of household science. Once a week.

Course III in household management is open to all who have completed previous courses in Cookery.

COURSE SIX (Spring Term)

Cookery V

The fifth course in Cookery includes the work in invalid cookery, advanced cookery, and demonstrations in cookery.

Invalid cookery as taught includes the preparation of food for a sick room, special stress being laid upon the digestibility and nutritiv value of foods. Dainty and attractiv servis are constantly emfasized. The condition of the patient in relation to nutrition is considerd and special diets for various diseasd conditions are emfasized.

The dishes prepared in advanced cookery are of a more elaborate and complicated nature than those taken up in the earlier courses and more formal servis is studied.

The latter portion of the term is given up to the demonstrations in cookery in which methods of teaching domestic science by demonstration and lecture are studied and practist. Daily two periods per day.

Open to all who have completed Courses I, II, III and IV in Cookery and Course II in Household Management.

COURSE SEVEN

Household Science for Country Teachers

This is a special course of 120 hours in the study of foods, marketing, cooking, and serving. An effort is made to adapt the work to the needs of the country home, and to present methods of class organization and suggestions for correlation that will be of value to the country teacher. Winter term.

SPECIAL PROGRAM IN HOUSEHOLD SCIENCE

FIRST YEAR

FALL	WINTER	SPRING
Household Science 1	Household Science 4	Household Science
Chemistry 1	Economics	*Vegetable Gardening
Commercial Geografy 1	Physiology	Sociology
Science of Discourse	Teaching Process	Psychology
Physical Training	Physical Training	Physical Training

SUMMER TERM

Chemistry 2
General Method

SECOND YEAR

Household Science 4	Household Science 5	Household Science 6
Chemistry 4	Chemistry 5	Chemistry 6
Cryptogamic Botany	Principles of Education	School Management
History of Education		or History of Education.
or Teaching	Teaching	Teaching

THREE-YEAR PROGRAM IN HOME ECONOMICS

HOUSEHOLD ART AND HOUSEHOLD SCIENCE

116 weeks—38 credits

FIRST YEAR

FALL	WINTER	SPRING
Household Art 1	Household Art 2	Household Art 3
Principles of Design	Drawing (2)	Color
Science of Discourse	Commercial Geography	Economics
Teaching Processs	Psychology 2	General Method
Physicial Training	Physical Training	Physical Training
	SECOND YEAR	
Household Science 1	Household Science 2	Domestic Science 3
Household Art 4	Household Art 5	Household Art 6
Costume Design	Home Decoration	Sociology
Hist. of. Ed. or Teaching	Chemistry 1	Prin. of Education or Teaching
	SUMMER	
	Chemistry 2	
	Floriculture	
	THIRD YEAR	
Household Science 4	Household Science 5	Household Science 6
Chemistry 4	Chemistry 5	Chemistry
Botany 6	Physiology	Vegetable Gardening
Teaching or Electiv	Sch. Man. or Teaching	Teaching or Electiv

AGRICULTURE

Within the next few years Agriculture will undoutedly be one of the required subjects of the Illinois school curriculum. Minnesota has been the pioneer in this field, and in every case the schools introducing Agriculture have met with decided success. Today the state of Minnesota is searching the whole country for teachers of Agriculture to take charge of these schools. Altho high salaries are offerd, not enuf competent men are found to fill these positions. Business men, farmers, and educators all realize the need of agricultural education, and they are all working together to secure legislation favoring the teaching of Agriculture in the public schools. A movement has been recently set on foot by the Illinois Bankers Association, to secure legislation compelling the teaching of Agriculture in the state of Illinois. If this legislation is secured, hundreds of positions for teachers of Agriculture will be created.

The salaries paid to Agricultural teachers today, are higher than those paid to any other special teachers, and the passage of favorable legislation will cause a yet greater difference. The field will be new and those who are prepared to enter it will have the choice of the many excellent positions created.

The Illinois State Normal University owns an excellent farm of ninety-three acres, lying within one block of the campus. There will be constructed on the University farm a set of farm bildings with all the conveniences known to the modern farmer. The farm will be run on a self-supporting basis, and the student will be given an opportunity of studying the farm from as practical a standpoint as it is possible to secure. The farm will be stockt with horses, cattle, sheep, swine, and poultry, and the student will be given ample practis in the judging of the best live stock. All expenditures and the returns from the sale of the farm products will be available to the student for study, and suggestion as the increasing the efficiency of the farm. At present we have two bearing pear orchards on the farm, and many varities of small fruits in the school garden. Experimental plots which will be suitable for high school work will be operated for the purpose of demonstrating the value of plots in school work.

Besides the advantages of the University farm, the Normal University is situated in a splendid locality for the preparation of agricultural teachers. The towns of Normal and Bloomington have been for years the center of a great horse-importing and horse-buying region. Numerous sales are carried on each year in which the student has the chance to judge the horses from the most practical point of view. A number of farmers are engaged in cattle feeding, both for slaughter and for the show ring. Students may always visit these farms and get acquainted with the cattle-feeding business on the ground. The locality contains a number of creameries, and one of the largest pasteurizing concerns in Illinois. The dairy business may be studied from the bottom to the top. Normal is the nursery center of Illinois, and at no place in the state is there a better opportunity to study the industry from both its business and technical side. The University of Illinois conducts an experiment field just east of Normal where experiment in rotation, fertilization, and tillage are carried on. The results obtaind are available to the students of this institution.

Our departments of Education, Physics, Chemistry, and Biology enable the student to get a thoro foundation on the scientific side, and on the educational side as well. He learns not only the science of Agriculture, but he learns what parts of the subject may or may not be taught to the pupil. The science departments also enable him to prepare to teach the other sciences in the high school, along with Agriculture. Lastly, the excellent model school gives him an opportunity to teach Agriculture under supervision, so that he graduates not merely as an *agriculturist,* but as a *teacher of Agriculture.* In no place in the state of Illinois are there better facilities for training teachers of Agriculture.

COURSE ONE

Farm Animals and Farm Crops

The anatomy, types, breeds, feeding, care, and diseases of horses, cattle, sheep, swine, and poultry. Practis in judging for market and for the show ring, and the identification of the common breeds. The major part of the course will be devoted to judging work. A study of the varieties of wheat, oats and corn; grading of the varieties for market and for seeding; judging of corn for the show ring; storing of the grains; cultivation of wheat. Methods and cost of harvesting; the actual and possible yields; prices of the various grains for market and for seed; Filling and care of the silo. Legumes and grasses as forage and soiling crops; The botanical relations of the farm plants. The common weeds of the farm and garden, their modes of propagation, injury to crops, and disbursement of seed; collecting of weed seeds for preservation. Fungous and insect enemies of the fruits. Fall and summer terms.

Literature:—*Types and Breeds of Farm Animals*—Plumb; *Breeders' Gazette; Hoard's Dairyman;* Illinois Experiment Station Bulletins, Number 78, 122, 129, 97. *Cereals of America*—Hunt; *The Book of Corn*—Myrick; *Corn*—Boman and Crossley; *Secondary School Agriculture*—Barto; *Wheat Fields and Markets of the World*—Smith; *Forage Crops*—Shaw; *Clovers*—Shaw; *Fungous Diseases of Plants*—Duggar; *Diseases of Economic Plants*—Stevens and Hall; *The Horse Book*—J. H. S. Johnstone.

COURSE TWO

Animal Production and Soil Physics

Poultry.—The construction of poultry houses, brooder houses, incubators, brooders; the feeding for winter laying, and market, incubation and brooding.

Cattle.—Composition of milk, testing of milk for butter-fat and impurities, nutritiv value of milk, care of milk in summer and winter, cuts of meat, food value of meats, the feeding of silage, the balanst ration.

Horses.—The feeding of horses for various occupations, rations for horses and colts.

Swine.—Rations for breeding and market swine.

Sheep.—Feeding sheep for market.

Soils.—The formation and classification of soils; capillary and hygroscopic water; effect of color and drainage on soil temperature; the conservation of soil moisture; effects of lime on the soil; puddling; freezing and thawing; preparation of the seed bed; methods of tillage for different soils. Winter term.

Literature.—*Testing Milk and Its Products*—Farrington and Wool; *Milk and its Uses*—Wing; *Profitable Stock Feeding*—Smith; *Feeds and Feeding*—Henry; *Soils*—Lyon and Fippin; *Soils*—Hilgard; *Soil*—King; *Secondary School Agriculture*—Barto.

COURSE THREE

FIELD, GARDEN, AND ORCHARD

Planting.—Proper planting of oats, corn, wheat, and potatoes; sowing of clover and alfalfa seed.

Cultivation.—The advantages, methods, and best tools for cultivation.

Growth.—The root systems, rate of growth, proper time for harvesting of crops.

Enemies.—Treatment for rust, smut and scab; insects injurious to corn and oats; fungous diseases.

Garden—Plans of garden, hot bed and cold frame. The kinds of vegetables and time of planting.

Trees.—Planting, pruning, training, grafting, and spraying of ornamental and fruit trees. Spring term.

Literature.—*Farmers' Bulletin* Numbers 35, 91-129, 132, 199, 314, 215, 229, 249, U. S. Department of Agriculture; Bulletins Univesity of Illinois Experiment Station, Numbers 37, 100, 117, 119, 121, 126, 127, and 128; Circulars 81, 189, and 117; *Cyclopedia of Amercian Agriculture; Cyclopedia of American Horticulture; The Nursery Book*—Bailey; *The Pruning Book*—Bailey; *The Principles of Fruit Growing*—Bailey; *The Principles of Vegetable Gardening*—Bailey.

COURSE FOUR

CEMENT CONSTRUCTION, DRAINAGE, AND SOIL FERTILITY

Cement.—Mixing, reinforcing, tempering, construction of floors, walls, posts, and tile.

Drainage.—Location, leveling and laying of tile drains. Water supply, and sanitation.

Soil Fertility.—Fertilizers, sources, experiment plots, value of rotations, conditions of permanent agriculture. Fall term.

Literature.—*Farm drainage*—Elliot; *Irrigation and Drainage*—King; *Sanitation of the Country House*—Bashore; *Water and Public Health*—Fuertes; *The Chemistry of Life and Health*—Kimmius; *Bacteria in Relation to Country Life*—Lipman; *Proper Disposal of Sewage Waste in Rural Districts*—Nelson; Bulletin 166, New Jersey Agricultural Experiment Station; *Sewage Disposal on the Farm and the Protection of Drinking Water*—Smith; *Farmers Bulletin,* 43; *Cyclopedia of American Agriculture; Secondary School Agriculture*—Barto; *Soil Fertility and Permanent Agriculture*—Hopkins; *How Crops Feed Johnson; Fertilizers*—Voorhees; *The Fertility of the Land*—Roberts; *Soils*—E. W. Hilgard; Illinois Experiment Station Bulletin Number 76, *Alfalfa on Illinois Soils; The Soil*—Hall.

COURSE FIVE

THE FARMSTED AND FARM ACCOUNTS

Designs for Farm Buildings and Farm Grounds. Equipment of the farm home. System of farm accounts showing items to be reckond and mode of opening an account, closing accounts, conducting and testing accounts. Winter term.

Literature.—Text and cards as used at the Minnesota School of Agriculture at St. Anthony Park, Minn. *Country Life in America; Farm Dwellings*—Wing; *The Farmstead*—Rober; *Farm Buildings*—Sanders Publishing Company.

COURSE SIX

ANIMAL AND PLANT IMPROVEMENT. FARM MACHINERY

Origin of domesticated races, natural selection, artificial selection, heredity, principles of breeding. Experiments in plant breeding.

Farm Machinery.—Mechanical principles, adjustment, care and operation. The gasoline engine.

Literature.—*Origin of Species*—Darwin. *Domesticated Animals and Plants*—Davenport; *Thremmatology*—Davenport; *Farm Machinery and Farm Motors*—Davidson and Chase; *Concrete Construction Bulletins*—Cement Companies; *Science of Successful Threshing*—Chase & Co; *Kent's Mechanical Engineers Pocketbook.*

SPECIAL PROGRAM IN AGRICULTURE

The following program is pland for high-school graduates having the specific preparation set forth on page 17. Students of lower preparation may combine this program with the regular programs set forth on page 23, 24, 25, so as to complete both within the time required for the regular programs.

FIRST YEAR

FALL	WINTER	SPRING
Agriculture 1.	Agriculture 2	Agriculture 3
Physics 4.	Psychology	Chemistry 2
Teaching Process	Chemistry 1	Science of Discourse
Cryptogamic Botany	Physics 5	Commercial Geography

SUMMER TERM

Economics
General Method

SECOND YEAR

FALL	WINTER	SPRING
Agriculture 4	Agriculture 5	Agriculture 6
Chemistry 3	Chemistry 5	Zoology 14 or Botany 17
Entomology or Botany 15	Plant Physiology	School Management or History of Education
Teaching	Teaching	Teaching

COUNTRY SCHOOL DEPARTMENT

The purpose of this department is three-fold. 1. To prepare teachers for country schools. 2. To assist country teachers activly engaged in teaching. 3. To help stimulate rural progress thruout Illinois, especially in local country communities. Much stress is placed by the department upon the sociological aspects of country teaching. In this connection the leadership of the country teacher is emfasized.

Two courses are offerd thru the Country School Department; a one-year program for students who have had two years of high-school work and a two-year program for graduates of the eighth grade. The completion of these programs counts two years toward regular normal school graduation on the five-year program. Upon finishing these courses students are given a special certificate testifying to the accomplishment of this work. These certificates are accepted in some counties as evidence of qualification for second-grade teaching certificates. In other counties they exempt their possessors from examination in certain subjects.

The special pedagogical and sociological courses outlined below are taught by the director of the department.

ONE-YEAR PROGRAM FOR COUNTRY TEACHERS

Country School Teaching	Compo. & Grammar	Problems of Country Life
Nature Study	*Arithmetic	Agric. Nature Study
*U. S. History	*Civics & Hist. of Ill.	*Read. Method 6 weeks *Hist. Method 6 weeks
Physiology & Sanitation	Geography Method	*Music
*Manual Training	*Household Art or	Primary
*Drawing 3.	Household Science	Physical Training
Physical Training	Physical Training	

Omit one of the stard courses each term.

TWO-YEAR PROGRAM FOR COUNTRY TEACHERS

Nature Study	U. S. History	Country School Organization and Management
Arithmetic 6	Composition and Grammar	Geography
Composition and Grammar	Orthography	Agric. Nat. Study
Drawing 3	Household Science	Drawing
Physical Training	Physical Training	Music
		Physical Training

Arithmetic Method 7	Prin. of Teaching	Country School Method and Agriculture
Country Life	Geografy Method	Literature Method
Physiol. and Sanitation	Civ. & Hist. of Ill	Reading Method 6 weeks History Method 6 weeks
Reading 1	Household Art or Manual Training	

COUNTRY SCHOOL SPECIAL COURSES

COURSE ONE

Country School Teaching

This course deals with the immediate problems of country school teaching and the social relationship of the country school to the rural community. Country school improvement is considerd from four aspects, namely: physical, social, educational, and administrativ. The idea of the school as a social center for the upbilding of the country community is emfasized thruout.

Fall term. For students of the one-year program.

Text: Foght's *The American Rural School.*

COURSE TWO

Problems of Country Life

This course begins with a discussion of present rural social conditions and a thoro study of the Report of the Country Life Commission. Other topics in order are: the farm problem; its solution; agencies of solution; federation of rural forces; current rural problems; the Country Life Movement.

For students of both programs. Spring and fall terms.

Texts: *Report of the Country Life Commission,* and Butterfield's *Chapters in Rural Progress.*

COURSE THREE

Country School Organization and Management

The following topics indicate the trend of this course: The physical improvement of country schools; socializing the country school; better organization and management for country schools; country school administration in Illinois; leadership of the country teacher; and the school as an agency of progress for the improvement of farm life.

For students of the two-year program. Spring term, first year.

Text: Foght's *American Rural School.*

COURSE FOUR

Principles of Teaching

This course deals first with some simple facts of child study. These in turn are made the basis of education in developing the more essential principles upon which good teaching depends. The method of the recitation and teaching children how to study to receive due attention.

For students of the two-year program. Winter term, second year.

Text: Thorndike's *Principles of Teaching.*

COURSE FIVE

Country School Method and Observation

In this course the special adaptation of the various subjects to the country school is considerd. The time is about equally divided between the observation of real country teaching in a country school maintaind for this purpose and class room discussion. No attempt is made to cover the entire curriculum but definit problems in the presentation of subject-matter to country children are selected. The working out of at least one country teaching problem is required of each student, as the making of a series of arithmetic problems, or the preparation of a list of farm themes for country school composition. Exceptionally capable students or experienst teachers may do practis teaching in lieu of some of this observation.

For students of the two-year program. Spring term, second year.

ELECTIV COURSES AND SUMMER SCHOOL COURSES

Particular effort is exerted in this department to interest advanst students in country school teaching. To this end three electivs are offerd for students of regular senior and junior rank, namely, courses in Rural Sociology, Rural Education, and Agricultural Economics.

One of the greatest opportunities afforded the Country School Department occurs during the first summer term when a large number of young country teachers is in attendance. For this reason five hours of work is offerd daily at this time in rural subjects and a special Country School Conference is held annually during the fifth week of the first summer term.

COUNTRY SCHOOL EXTENSION

To assist country teachers actively engaged in teaching and to stimulate general rural progress thruout the state a special division of Country School Extension is maintaind by this department. Teachers enrolling in this division select and attack one definit problem of school or community improvement and render a written account of their procedure. Aid is furnisht to those cooperating in this way thru lectures, stereopticon talks, bulletins, exhibits, the loan of country life books, and otherwise. Details of this work and of the general organization of the department are given in the Normal School Quarterly for October, 1911.

PHYSICAL TRAINING

This department exists because the state needs as teachers men and women of sound helth who are traind to care for the physical welfare of their pupils and set before them for imitation the example of a dignified and erect bearing.

Its aims are two-fold:

1. For the individual: to supply systematically one essential element in hygienic living, namely muscular exercise; and to encourage as related to this proper habits of sleep, bathing, ventilation, and diet, to correct common postural defects, and develop as accurate muscular control as may be possible in the time available.

2. For the teacher: to make clear the relation between helth and efficiency, the hygienic demand for systematic exercise in elementary and high school, and to supply a fairly comprehensiv equipment of practical work for use in such schools.

Three terms' work in physical training is required of all students, and every effort is made to adapt work to individual needs. This work is to be taken in the first year unless there be excellent reasons for postponing it. A careful record of the helth history of each entering student is taken and a physical examination given. A special class is provided for those thus shown to be unequal to the work provided for the average beginner. In the rare cases where exercise even in this class is not suitable, individual work is prescribed and sufficient observation of class work assignd to enable the future teacher to conduct simple exercises in the school rooms and make intelligent use of games in the school yard.

A specific suit is required: for the women black slippers and a navy blue gymnasium suit which can be orderd at a cost of $3.50 after arrival; for the men, two black sateen shirts, gray gymnasium trousers, and black tennis shoes. These can be obtaind after arrival at a cost of not more than four dollars.

COURSE ONE

For all entering women. Correctiv and developmental gymnastics, folk dances, plays and games for school room or playground. Brief class discussions deal with hygiene and the general scope and purpose of physical training. Gymnastic exercises classified according to effect. Four hours' floor work per week and a limited amount of reading.

COURSE ONE (A)

Arranged for women whose helth history and physical tests show them not redy for Course I. Enrolment will be limited and special attention given to individual cases.

COURSE TWO

Follows Course I. Correctiv gymnastics continued, apparatus work and more vigorous games, wands or dumb-bells, folk dancing, classic dancing. Reading and discussion deals with plays and games, their value and place in education. Correctiv and recreative exercise contrasted. Time requirement same as Course 1.

COURSE THREE

During first part of term work along lines indicated for Course 2 continued. Indian clubs introduced. All series work confined to movements, and sequence sufficiently simple to permit much attention to form. During last half term, basket ball and other outdoor sports replace the more formal exercises. One period each week for discussion of principles in teaching gymnastics and conducting games. For women, spring term.

COURSE FOUR (ELECTIV)

Outdoor sports for women, includes volley ball, basket ball, hockey, tennis, suitable track events. Reading discussions, and note books. Time requirement same as for preceding courses. Open to women who have completed Courses 1, 2 and 3, and whose physical test show them to be fitted for more vigorous exercises. Fall and spring terms.

COURSE FIVE

For all entering men, football, base ball, basket ball, tennis, cross-country runs, etc. Assignment of work dependent upon adaptability and choice. Weekly talks by coach on "training," and methods of conducting athletics. Some reading.

COURSE SIX

Gymnastics for men: setting up exercises, wands, Indian clubs, dumb-bells, mass plays, and indoor games, apparatus work, and marching. Winter term.

COURSE SEVEN

Athletics for men, similar to that of Course V. Track events are introduced and discussions deal with management of track-meets and field days. Note book. Spring term.

COURSE EIGHT (ELECTIV)

A course in principles and methods arranged for those who wish to make a specialty of physical training in elementary or high schools. Prerequisits: three terms practical work in physical training, teaching process, psychology, and physiology. Open to men and women. Six weeks.

ATHLETICS

Inter-class and inter-society contests are encouraged as stimulating an interest in physical development and cultivating the spirit of co-operativ enterprise. They are expected to contribute to a spirit of sane, clean contest. Regular work on a school team may be substituted for one of the courses offerd in athletics.

Students may participate in inter-school contests only on the condition that satisfactory work is done in their various studies. Inter-school contests are permitted to a limited extent in basket ball, tennis, and track events. The interests of the contest teams may not be permitted to interfere with the general athletic interests of the school.

COURSES IN LIBRARY METHOD

COURSE ONE

THE USE OF THE LIBRARY

Ten weekly lessons for all first year students. The practical part of the work is to be applied by each student to the work that he has on hand for the term. Wednesdays, to take the place of Physical Training.

COURSE TWO

THE FORMATION AND CARE OF SCHOOL LIBRARIES

Eight weekly lectures, Spring term. Same in five weekly lectures, first summer term. Course illustrated with exhibits of books and library equipment. An hour a week outside of the lectures will give full time for examining the exhibits and arranging the note books.

COURSE THREE

LIBRARY PRACTIS

The librarian offers a course also in library apprentisship which includes simple details of the care, management, and use of a library, with mending books, mounting pictures, etc. From four to six students are employd each term as library assistants; this affords further instruction and practis in library administration.

Special instruction is offerd to juniors and seniors in the preparation of term papers and graduation themes. Fall term.

KINDERGARTEN DEPARTMENT

This department includes a well equipt kindergarten in charge of a director and student assistants.

It offers to students an opportunity for observation and for practis in the teaching of classes. Children may enter at the age of four, and are supposed to remain two years. The kindergarten is primarily a social institution and stands for co-operativ activity. It aims to develop children physically, mentally, and morally, by directing their natural activities in an educational way. Because the kindergarten has proved a potent factor in transforming modern educational theory and practis, there has come about a demand for primary teachers, who have some knowledge of kindergarten knowledge, principles and methods.

The Kindergarten Primary Course is offerd to meet this demand. Students are admitted to this course at the opening of the fall term only. They must be graduates of an approved high school, or have done equivalent work.

Three terms of practis teaching in the kindergarten, and one term in the primary grade is required.

KINDERGARTEN TECHNICS

A study of the gifts, occupations, plays, and games of the kindergarten. Original exercises are pland by each number of the class, and presented for discussion and criticism.

KINDERGARTEN THEORY

This course consists of a study of Froebel's *Mother Play,* in connection with other child study literature, the history and literature of the kindergarten, the principles of program making, the art of story telling, principles of selection and classification.

KINDERGARTEN PRIMARY PROGRAM

78 weeks—26 credits

JUNIOR YEAR

FALL	WINTER	SPRING
Kdg. Theory	Kdg. Theory	Kdg. Theory & Practice
Kdg. Technics	Kdg. Technics	Kdg. Technics
Observation & Practis	Observation & Practis	Kindergarten Practis
Physiology	Psychology	Advanst Nature Study
Music 1	Primary Handwork	Primary Drawing
Physical Training	Physical Training	Physical Training

SENIOR YEAR

Kdg. Theory & Practis	Kdg. Theory & Practis	Kdg. Theory
Method in History	Primary Music	Teaching
Color or	Arith. Method	Sociology
School Management	Reading Method	Primary Geografy
Literature Method	Geografy 2	or Playground & Color

PRACTIS TEACHING IN TRAINING SCHOOL

The Training Department consists of a Kindergarten and an elementary school of eight rooms or grades. Each of these grades is in charge of a training teacher. Some classes in the preparatory and high school department are taught by experienced student teachers. The teachers of the Normal Department usually spend one hour per day in the Training School supervising work in their own branches.

The Training School is designd to give careful and extensiv training in the art of teaching in all grades. Each student in the Normal Department, before graduation, is required to teach three terms. A term's work consists of the daily instruction of a class for forty-five minutes during one full term. If necessary to test satisfactorily the work of the student teacher, he may be required to take entire charge of a room for ninety minutes daily. In some cases the daily observation and criticism of a class, followed by a written or oral discussion are taken in lieu of one term of teaching. In general, students are required to teach one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or in any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as training teachers will be allowd all the advantages of the Training School.

The work of teaching is carefully supervised by the training teachers. Each student teacher is required to write out the plans of recitation one week in advance. These plans are closely examind by the training teacher and, where necessary, discust with the student teacher and revised. The instruction itself is also observed by the training teacher, and helpful criticisms are given in private. Each practising teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in management and instruction of a class as a whole, and, at the same time to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the student teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Students who have had no experience in teaching find it best generally to observ a class one full term in the Training School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observd are required of each observer.

Each week, two illustrativ or "critique" lessons are given by experienced teachers. Teachers and observers are required to observ one of these lessons each week. An hour following the lesson is devoted to its careful discussion under the direction of the supervisor of the training school. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroly discust.

In all observation of the teaching attention is directed—

1. To the teacher's preparation for the work thru mastery of subject matter, lesson planning, and providing external means.

To the teacher's skill in teaching as shown in skill in assignment, in skill in questioning, in energy, in disciplin, in power of holding attention thru interest, in rediness to meet emergencies, in attention to details of form and position, in ability to discern and meet the needs of individual pupils, in the use of apparatus and other aids, in attention to the physical condition of pupils, in attention to the language of pupils.

3. To the teacher's personal fitness as reveald in his attitude towards his work, his ability to make use of criticism, his voice, language, manner, and personal care in mechanical work.

Certain students are also appointed regularly to supervise the children at noon, recesses, and during study periods.

The training teachers present illustrativ lessons, at such times as are convenient, for the benefit of the students who are preparing for work in the Training School.

COURSE OF STUDY IN THE TRAINING SCHOOL

A brief statement of the course is made below. A detaild analysis by subjects, years and terms will be furnisht on application.

Literature.—Daily exercise in Mother Goose, Robinson Crusoe, Hiawatha, The Jungle Book, and stories and poems from other writers thru the first three years. From the fourth year thru the eighth the literature is combined with the reading.

Reading.—Three lessons per day during the first two years. One lesson per day in all other except the seventh. In the seventh year reading alternates with history.

Writing.—Writing exercises occur daily during the first two years and one term of the seventh year.

Spelling.—Daily spelling exercises thru the seventh grade upon words occurring in regular studies.

Language.—Incidental training thru the first six years.

English Grammar.—Daily exercises thru seventh and eighth years in all terms but one; two lessons per week in that term. The work follows the Illinois State Course of Study.

Arithmetic.—The Illinois State Course of Study is strictly followd thruout the eight years.

Geografy.—Daily lessons from the third year thru the seventh.

History.—Oral presentation of pioneer history stories during the fourth year. Daily lessons in United States History during the fifth and sixth years and two terms of the eighth year. In the seventh year history alternates with reading.

Civil Government.—Last term of eighth year.

Nature Study.—Daily lessons in the garden, the campus, or the greenhouse in the fall and spring terms in the last four years; in the spring terms of fifth, sixth, and seventh years, in fall and spring term of the eighth year.

Elementary Physics.—Daily lessons during winter terms of all years but seventh and eighth and also in the fall term of fifth and seventh years.

Astronomy.—Fall term of sixth year.

Physiology.—Oral lessons in lower grades. Daily lessons with text book in winter terms—seventh and eighth years.

Music.—Twenty minutes daily in all grades.

Drawing.—Exercises averaging three per week in all grades above second. In primary grades associated with other studies.

Manual Training.—Daily exercises in primary grades, alternating with drawing in grades three to six; in seventh and eighth years pupils spend two hours per week at bench work in the shop.

Physical Training.—Brief daily exercises in schoolroom. Regular lessons from the physical director on Wednesday. Seventh and eighth grades have regular work in the gymnasium on alternate days.

STUDENTS

TEACHERS COLLEGE

GRADUATES OF 1912

NAME	COUNTY	POSTOFFICE
Fenton, Lucile Marie	McLean	Bloomington
Gorrell, Nellie	Clay	Louisville
Gould, Mary Cecelia	McLean	Bloomington
Kleinau, Emma Adele	McLean	Bloomington
Keith, Norman	Cook	Chicago
Smith, Joseph Nelson	(South Dakota)	Pickerville

UNDERGRADUATES IN SENIOR COLLEGE

NAME	COUNTY	POSTOFFICE
Dickinson, Sadie	Knox	Abingdon
Gould, Catherine Regina	McLean	Bloomington
Jones, Maude Gertrude	Knox	Abingdon
Jones, Ruby	Macoupin	Virden
Kelley, Edna Irene	Cook	Maywood
Lamb, Flora Ethelyn	Knox	Abingdon
Leigh, Helen Elvira	Vermilion	East Lynn
Morris, Elizabeth	Lake	Zion City
Owen, Mrs. Elise L	Madison	Upper Alton
Reeder, Sally Mary	McLean	Bloomington
Sill, Maybelle	McLean	Normal
Skinner, Blanche Alberta	McLean	Normal
Tyner, Martha	(Indiana)	Andrews
White, Edna Blanche	Knox	Galesburg
Barr, Oren Augustus	McLean	Normal
Scott, Winfield	Pope	Golconda
Yoder, Lee Owen	McLean	Normal

NORMAL SCHOOL

GRADUATES OF 1912

NAME	COUNTY	POSTOFFICE
Baker, Rosa May	LaSalle	Mendota
Blair, Carrie Mae	McLean	Normal
Boling, Mary Caroline	Tazewell	Pekin
Boling, Minnie Pearl	McLean	Normal
Borgelt, Eda Marie	Mason	Havana
Brown, Grace Ellen	McLean	Normal
Brusch, Elsie Marie	McLean	Normal
Buck, May Glasgow	McLean	Normal
Buckley, Ethel Mae	Mason	Kilbourne
Burtis, Carrie Maleta	McLean	Hudson
Caldwell, Jane Martha	Morgan	Alexander

NAME	COUNTY	POSTOFFICE
Carter, Mary Lucina	Vermilion	Fairmount
Courtright, Bess	McLean	Normal
Cowan, Eva Stuart	McLean	Normal
Crossland, Edith Hester	Hancock	Bowen
DeFries, Zora Frances	Ford	Melvin
Denman, Lutie Belle	McLean	Normal
Diehl, Lois	Fulton	Ipava
Edds, Vera Oriene	Logan	Lincoln
Frankenburger, Maude	Henry	Alpha
Freeman, Frances Maurine	McLean	Bloomington
Freeman, Ona Belle	Ford	Kempton
Freitag, Vina	Tazewell	Mackinaw
Gearhart, Anna Frances	Adams	Quincy
Goodwin, Jessie May	Peoria	Chillicothe
Griggs, Dorothy Deane	McLean	Normal
Hanson, Anna	Kankakee	Momence
Harkins, Edith	LaSalle	Tonica
Harpole, Ethel Loraine	Pike	Nebo
Hart Virginia	McLean	Bloomington
Harvey, Barbara Alice	Pike	Barry
Hayes, Loretta	McLean	Bloomington
Heidrich, Clara Mary	Will	Joliet
Helmreich, Agnes Johanna	Iroquois	Crescent City
Hender, Ethel	McLean	Bellflower
Hester, Fannie Faye	McLean	Normal
Higgins, Leonora	Livingston	Pontiac
Holdener, Frances Celia	Clinton	Carlyle
Holt, Ethelyn Fay	Christian	Assumption
Huffington, Myrtle Grace	McLean	Normal
John, Mellie	Union	Cobden
Johnston, Grace	Clinton	Carlyle
Kennedy, Carrie Mae	McLean	Normal
Keys, Anna Ward	McLean	Normal
Kutzenberger, May Eva	Jersey	Jerseyville
LeGrand, Martha L	St. Clair	Freeburg
Lesem, Rebekah	Adams	Quincy
Loudon, Grace Parke	McLean	Bloomington
Lundgren, Elvera Estelle	LaSalle	Lostant
McDaniel Myrtle Vance	Christian	Assumption
May, Minnie Willis	(Kentucky)	Louisville
Moses, Cleda	McLean	Normal
Norman, Hope Christian	Will	Peotone
Normile, Lucy Elizabeth	McLean	Bloomington
Ogle, Velma Katherine	McLean	Normal
Otto, Lola Mae	McLean	Bloomington
Paisley, Sela Isabel	McLean	Normal
Perry, Barzania	McLean	Normal
Peterson, Elsie Marie	McLean	Normal
Porter, Mary N	Tazewell	Mackinaw

NAME	COUNTY	POSTOFFICE
Pumphrey, Blanche	McLean	Towanda
Raycraft, Rita	McLean	Bloomington
Rentchler, Frieda Clare	St. Clair	Belleville
Rentchler, Edna Kerr	St. Clair	Belleville
Schaeffer, Willah Marie	McLean	Bloomington
Shanklin, Olive	McLean	Normal
Shannon, Margaret	McLean	Bloomington
Smith, Ruth Jane	McLean	Bloomington
Stocker, Clara	Madison	Highland
Storm, Alice Mae	Ford	Kempton
Teegarten, Elizabeth	McLean	LeRoy
Theis, Ethel Anna	Tazewell	Minier
Tiley, Pearl	St. Clair	Belleville
Wall, Margaret B	McLean	Colfax
Wilkerson, Anna	Woodford	Secor
Wilkinson, Marion Schofield	McLean	Bloomington
Wirt, Florence Imogene	McLean	LeRoy
Wirt, Verna Edna	McLean	LeRoy
Wonderly Clara Gregory	McLean	Bloomington
Wortham, Faye Lorena	Piatt	Hammond
Wright, Luru	McLean	Bloomington
Zimmerman, Jessie Maude	McLean	Saybrook
Allison, Floyd Cornelius	Iroquois	Onarga
Barton, William Jennings	Pike	Pleasant Hill
Bayler, Clarence Elton	Ford	Roberts
Blue, Charles Alexander	Macoupin	Hagaman
Branom, Fred Kenneth	Morgan	Waverly
Briggs, Charles Henry	McLean	Bloomington
Bright, Leslie Orville	Champaign	Foosland
Carroll, Daniel Bernard	Pike	Pittsfield
Chamberlain, L. Wyn	Pike	Pittsfield
Cox, Fred Herbert	McLean	Normal
Dillon, Claire Dodge	McLean	Normal
Gumm, Chester Earl	Menard	Petersburg
Harper, Ernest Glenn	Peoria	Glasford
Heavener, Floyd Lincoln	Ford	Piper City
Hitch, Bruce Charles	McLean	Bloomington
Huffington, Herbert Leonard	McLean	Normal
Lathrop, Harry	Lawrence	Sumner
Lightbody Howard D	Peoria	Glasford
Moore, Frank Crigler	McLean	Normal
Ortman, Elmer J.	Iroquois	Loda
Poplett, Ray Eldon	Ford	Guthrie
Primmer, George Henry	Champaign	Mahomet
Ramseyer, Roy Arthur	McLean	Hudson
Schneider, Henry Frank	McLean	Normal
Selby, Leon Gaston	(Indiana)	Hammond
Spires, Roy Leston	Morgan	Franklin
Staker, Moses Roy	Tazewell	Groveland

NAME	COUNTY	POSTOFFICE
Stevens, Earl Grover	Morgan	Murrayville
Welker, Harry Linus	Menard	Greenview
Welsh, Michael C	Knox	Williamsfield
Wheeler, Jesse Hardin	Macoupin	Carlinville

STUDENTS WHO MAY GRADUATE IN 1913

Armstrong, Agnes Rebecca	McLean	Bloomington
Bear, Floy Loraine	Fulton	Farmington
Blair, Eleanor May	Peoria	Peoria
Brown, Carrie Beatrice	McLean	Normal
Brown, Kate Marie	(Arkansas)	Helena
Brown, Leota Dee	McLean	Normal
Burnham, Mary	Mason	Mason City
Bush, Jessie Catherine	McLean	Normal
Butler, Ethel Lavisa	Macoupin	Palmyra
Carter, Nora Alberta	DeKalb	DeKalb
Cation, Catherine	Knox	Williamsfield
Cherry, Marie Angela	McLean	Downs
Cook, Mary Louise	Wayne	Rinard
Cooper, Ethel	Tazewell	Washington
David, Bessie Emma	McLean	Normal
Diemer, Hattie Mae	Livingston	Pontiac
Dobson, Ferne Ruth	McLean	Bloomington
Ferguson, Lucille Eleanor	McLean	Normal
Fisherkeller, Helen Marie	McLean	Bloomington
Gamble, Faith	Cook	Lansing
Gillespie, Evangeline	Piatt	Harris
Graden, Fern Edna	Montgomery	Nokomis
Hale, Grace	Henry	Annawan
Hale, Lilian G	DuPage	Wheaton
Hazen, Rose	Champaign	Bondville
Henry, Gertrude Mae	McLean	Bloomington
Hieronymus, Vern	Logan	Atlanta
Hodges, Agnes Elizabeth	Stark	Bradford
Hopkins, Anna Grace	Sangamon	Springfield
Huffman, Myrtle M	McLean	Bloomington
Janssen, Margarethe	Peoria	Peoria
Jenny, Lucie Agnes	Clinton	Highland
Jones, Irene Cecil	McLean	Bloomington
Kamm, Pauline	Madison	Highland
McCord, Jennie	McLean	Normal
McCoy Hattie Mae	McLean	Normal
Meers, Leonora	Will	Joliet
Miller, Margaret Edna	Henderson	Kirkwood
Moore, Iva Leah	McLean	Normal
O'Connor, Edna Mae	McLean	Bloomington
Olsen, Anna Stoldt	LaSalle	Marseilles
Orendorff, Ina	McLean	Bloomington

NAME	COUNTY	POSTOFFICE
Pond, Grace Elizabeth	Cass	Beardstown
Rainwater, Ethel Elizabeth	Pike	Pittsfield
Scott, Ruth	DeWitt	Wapella
Skinner, Isa	McLean	Bloomington
Sparks, Emma Elizabeth	Christian	Rosemond
Stimson, Fay	Fayette	Vandalia
Thriege, Nan Dorothea	McLean	Bloomington
Turner, Mary Gertrude	Brown	Mt. Sterling
Waddington, Mattie E.	Champaign	Dewey
Walkup, Eunice Earle	Marshall	Wenona
Washburn, Edna Blackburn	McLean	Bloomington
Wescott, Florence May	Peoria	Chillicothe
Willett, Helen Marie	Vermilion	Hoopeston
Williford, Bessie	Montgomery	Nokomis
Willoughby, Angeline Jennie	Montgomery	Nokomis
Yoder, Mary Ann	McLean	Normal
Young, Rosa Carson	Montgomery	Hillsboro
Boundy, Ralph Edward	McLean	Normal
Denman, Clinton Vern	McLean	Bloomington
Hargitt, George Merton	McLean	Normal
Hartin, Fred	Clay	Xenia
Hiett, Jesse Earl	Ford	Roberts
Hoierman, Robert	McLean	Bloomington
Hudgins, Bert	Sangamon	Glenarm
Jacobs, Clifford D.	Peoria	Trivoli
Livingston, Samuel William	Madison	Edwardsville
Mayo, William Emera	Edgar	Redmon
Messenger, Elon Archibald	Marion	Patoka
Porter, Henry Van Arsdall	Tazewell	Peoria
Richards, Carl	Menard	Petersburg
Watkins, Ferre Charles	McLean	Bloomington
White, George T.	Pike	Hull

STUDENTS WHO MAY GRADUATE IN 1914

NAME	COUNTY	POSTOFFICE
Adam, Isabel Knight	McLean	Normal
Albright, Ethel	Vermilion	Rossville
Ambrose, Ellen	McLean	Hudson
Anderson, Lorena Grace	Henry	Woodhull
Anderson, Verna Ruth	Bureau	Wyanet
Armstrong, Leila B.	Peoria	Elmwood
Bailey, Florence Caroline	McLean	Normal
Baker, Louvena L.	McLean	Normal
Baldwin, Sara Elizabeth	Adams	Mendon
Bankson, Lois Mabel	Pulaski	Pulaski
Bankson, Mona R.	Pulaski	Pulaski
Barnard, Ethel	McLean	Towanda
Barr, Katherine Margaret	Will	Wilmington
Bateman, Martha	McLean	Bellflower
Birkey, Eleanor Anna	Bureau	Ohio

NAME	COUNTY	POSTOFFICE
Biss, Genevieve	Vermilion	Hoopeston
Boring, Glenn Myrtle	Macoupin	Carlinville
Boundy, Lottie Viola	Ford	Melvin
Bramer, Mame Bernice	Madison	Granite City
Brian, Clara Louise	Sangamon	Lowder
Brian, Ora Elizabeth	Sangamon	Lowder
Brickett, Bernice Fern	Iroquois	Clifton
Brown, Beulah	McLean	Normal
Bryant, Maurine Cutting	McLean	Bloomington
Butler, Vesta Zoe	Macoupin	Palmyra
Callahan, Nelle Delores	McLean	Bloomington
Cameron, Hester	Logan	Lincoln
Champion, Blanche	McLean	Normal
Chance, Leila	Cook	Chicago
Chaney, Gladys Zoe	Champaign	Champaign
Chapman, Natalie	Greene	White Hall
Chapple, Mabelle Mae	Stephenson	Freeport
Clayton, Clara Adaline	Fayette	Vandalia
Cole, Faye	Macon	Macon
Collins, Grace	McLean	Bloomington
Condee, Bessie Lois	Brown	Mt. Sterling
Connaghan, Mary Sara	(Wyoming)	Riverton
Cooper, Flossie Faye	Macon	Decatur
Davis, Helen Rebecca	(Missouri)	St. Louis
Deaton, Lutie Louise	Logan	Middletown
Denman, Lydia Elizabeth	McLean	Normal
Devereaux, Grace Anna	Ford	Kempton
Dingeldine, Bessie E.	Tazewell	Washington
Downs, Mrs. Nellye	McLean	Normal
Dowty, Edith Mary	McLean	Normal
Dunbar, Cora Ann	McLean	Normal
Farnam, Eva Mae	Sangamon	Pawnee
Fisher, Florence Mabel	Pike	New Canton
Flesher, Lena Hope	Iroquois	Watseka
Foley, Fern	DeWitt	Clinton
Force, Julia	Mason	Saidora
Frye, Leona Mae	McLean	Normal
Fryer, Claudia Amy	Mason	San Jose
Gamble Ruth	Cook	Lansing
Griggs, Edith	McLean	Normal
Ham, Avis Marena	Pike	Griggsville
Hartley, Evelyn Florence	Marshall	Hnery
Hawthorne, Rebecca	McLean	Colfax
Hayes, Ella	McLean	Gridley
Henry, Jean Marion	Adams	Quincy
Hey, Mary Isabelle	Bureau	Ohio
Hill, Neva Mae	DeWitt	Clinton
Hinderks, Clara Louise	Stephenson	Freeport
Hoffman, Alma Catherine	(Missouri)	St. Louis

NAME	COUNTY	POSTOFFICE
Holmes, Ruth Jeannette	McLean	Normal
Honefenger, Birdie	Christian	Millersville
Huff, Melinda	Fulton	Canton
Hughes, Emma E.	Hancock	Ferris
Huxtable Mamie	McLean	Normal
Jackson, Carrie Virginia	Sangamon	Springfield
Karcher, Anna Marie	McLean	Normal
Kelly, Margaret Agnes	Fayette	Vandalia
Kiblinger, Hazel Aldine	Ford	Piper City
Kinsey, Clara Nora	McLean	Normal
Klotzsche, Eunice Esther	Marshall	Lacon
Kreider, L. Ada	Marshall	Wenona
Lamb, Mary Nelda	Piatt	Bement
Larrick, Caroline Letitia	McLean	Bloomington
Larson, Nellie Elizabeth	Knox	Williamsfield
Lawson, Vena Frances	Greene	White Hall
Leininger, Laura	Vermilion	Hoopeston
Litchfield, Ruth	Marshall	Toluca
Little, Alice Edith	McLean	Normal
Lyons, Buella	McLean	Bloomington
McCarthy, Edna Catherine	McLean	Bloomington
McGuire, Julia Agnes	Macon	Decatur
Manus, Marie Louise	Logan	Emden
Maroe, Luella Mae	Schuyler	Rushville
Martin, Anna	Peoria	Peoria
Martin, Lora Geneva	Piatt	Weldon
Mayhew, Lalah Pauline	Henry	Kewanee
Meany, Marie Eleanor	Morgan	Jacksonville
Metcalf, Jessie May	Pike	Barry
Michael, Mae	DeWitt	Farmer City
Middleton, Clara F.	Marion	Salem
Miller, Edna Mae	Shelby	Shelbyville
Moore, Mrs. Blanche Wabel	McLean	Bloomington
Moore, Edna Mae	McLean	Bloomington
Morehart, Mabel May	Livingston	Saunemin
Morehouse, Winifred	McLean	Normal
Mosby, Hortense Lillian	Sangamon	Springfield
Moss, Lillian Irene	McLean	LeRoy
Murray, Marea	Knox	Maquon
Musgrave, Gladys	Crawford	Hutsonville
Myers, Hazel Golda	McLean	Cooksville
Newborn, Alice Rachel	Vermilion	Hoopeston
Newton, Emelie Jane	McLean	Bloomington
Nicol, Verl Mary	Morgan	Woodson
Oberbeck, Ida Lucy	St. Clair	New Athens
Oldham, Leah Mildred	McLean	Heyworth
Pace, Ethel Sylvia	McLean	Normal
Patton, Clara Grace	McLean	Saybrook
Peck, Leona Viola	Macon	Blue Mound

NAME	COUNTY	POSTOFFICE
Pelsma, Mrs. Maude	McLean	Normal
Perkins, Mae Ora	Piatt	Cerro Gordo
Pond, Frances Alice	Cass	Beardstown
Porter, Bessie Katherine	McLean	Bloomington
Powell, Mona Lucille	McLean	Randolph
Raymond, Grace Augusta	McLean	Bloomington
Reynolds, Effie Elizabeth	Ford	Guthrie
Richards, Olive Arey	Jersey	Jerseyville
Riggs, Layah Lucille	Macon	Decatur
Rinehart, Bessie	McLean	Normal
Sanders, Emma Viola	Peoria	Glasford
Schultz, Elsie Marie	Stephenson	Freeport
Scovill, Edyth S	Mason	Easton
Skinner, Leta Eloise	McLean	LeRoy
Small, Sara Agnes	McLean	Colfax
Smith, Clara	Adams	Mendon
Smith, Eleanor Rose	Greene	White Hall
Smith, Juanita Verne	Morgan	Jacksonville
Snook, Elsie Edith	LaSalle	Ottawa
Snow, Jane Belle	LaSalle	Ottawa
Southard, Winifred M	Madison	Wanda
Stearns, Leila Maude	(Missouri)	Kansas City
Stockdale, Beulah	McLean	Heyworth
Stokes, Aleta	Vermilion	Danville
Stoll, Lucile Alice	Logan	Lincoln
Stone, Bessie Lee	Pike	Pittsfield
Stoops, Edna Mae	Fulton	Ipava
Stuart, Margaret	Sangamon	Springfield
Sullivan, Katheryn Eleanor	Morgan	Jacksonville
Sullivan, Mary Frances	Stephenson	Freeport
Sullivan, Maude Ellen	Logan	Beason
Swaim, Ada Clara	McLean	Anchor
Swarm, Paula	McLean	Normal
Swigart, Verneil Elizabeth	DeWitt	Farmer City
Swing, Lucy Pettus	McLean	Bloomington
Thomas, Grace	DeWitt	Weldon
Timmons, Vivian	Moultrie	Lovington
Tortat, Eulalia Iva	Iroquois	Cissna Park
Utter, Florence Esther	Will	Joliet
Walker, Lucy Elder	McLean	Bloomington
Wallace, Louise	Lee	Amboy
Walston, Agnes Mae	McLean	Normal
Webber, Helen	McLean	LeRoy
Westbrook, Cora M	St. Clair	East St. Louis
White, Lois Mabel	McLean	Hudson
Williams, Vanna Florence	Peoria	Alta
Wylie, Clara	LaSalle	Utica
Wyne, Vannas Louise	Piatt	Cerro Gordo
Yoder, Bessie Joy	McLean	Carlock

NAME	COUNTY	POSTOFFICE
Zellhoefer, Edna Lila	McLean	LeRoy
Zook, Gladys Mae	McLean	Normal
Zook, Marie	McLean	Normal
Adams, Louis	McLean	Normal
Arends, Arthur B.	Ford	Melvin
Augspurger, Edmund	Ford	Gibson City
Bates, T. Merrell	Greene	Roodhouse
Blough, Adren	McLean	Hudson
Brandenburder, Alexander	St. Clair	New Athens
Brandenburger, Julius	St. Clair	New Athens
Brown, Ira Albert	Greene	Roodhouse
Bunting, Joseph McFern	Woodford	Secor
Buzzard, Robert Guy	Lawrence	Sumner
Cooper, Crit Melvin	McLean	Normal
Courtright, Jay S.	McLean	Normal
Crosby, Clifton Albert	McLean	Normal
Farrell, Arthur Eugene	Adams	Fowler
Halane, Chester	McLean	Stanford
Hester, Bert Albert	Scott	Manchester
Hooker, Leroy	Pope	Grantsburg
Horney, Reid B.	McLean	Colfax
Ireland, Jay	Lawrence	Bridgeport
Jack, Matthew	Fulton	Canton
Jensen, Elmer	McLean	Heyworth
Kerrick, Carleton E.	McLean	Bloomington
Klier, Harry	Jasper	Newton
Lightbody, Ernest Rieger	Peoria	Glasford
McCormick, Byron James	Logan	Emden
Meyer, John Raymond	St. Clair	Belleville
Mills, Tella Brewer	Lawrence	Chauncey
Moore, Clifford W.	DeWitt	Hallville
Perry, Eugene	Pike	Perry
Petty, Alvin French	Lawrence	Sumner
Petty, Harlie Allan	Lawrence	Sumner
Schmelzel, Edward F.	St. Clair	New Athens
Smith, Oliver M.	Edgar	Hume
Staker, Reuben	Tazewell	Groveland
Stoddard, John Colby	Macoupin	Bunker Hill
Todd, Clyde Loughridge	Wayne	Clay City
Vandiver, Hal Harold	Schuyler	Brooklyn
Walden, Carl	DeWitt	LeRoy
Walker, Lewis M.	Schuyler	Brooklyn
Wetzel, Herbert M.	Richland	Parkersburg
Winchell, Paul Edward	McLean	Normal
Young, Lawrence Henry	McLean	Bloomington

Students Who May Graduate in 1915

Adams, Mrs. Anita	Jo Daviess	Apple River
Alderman, Marie	Bond	Reno

NAME	COUNTY	POSTOFFICE
Augspurger, Pearl E.	Ford	Gibson City
Ayers, Clara Pearl	(Kansas)	White Water
Bahlman, Ruby E.	Will	Goodenow
Beshears, Fern Allison	Logan	Latham
Bosler, Vesta Vella	Piatt	Deland
Briggs, May	Iroquois	Wellington
Briggs, Nellie June	Ford	Gibson City
Brining, Mamie Letitia	McLean	LeRoy
Burdette, Myrtle Idell	Woodford	Goodfield
Burns, Ethel Clare	Macon	Decatur
Butler, Monica Elizabeth	McLean	Bloomington
Cain, Mary	Champaign	Ivesdale
Chance, Frances Willard	Cook	Chicago
Clayton, Estelle Lena	Ford	Cabery
Cofoid, Florence	LaSalle	Tonica
Collins, Anna Pearl	Pike	New Canton
Craig, Edith Violet	McLean	Normal
Crookshank, Rachel	McLean	Randolph
Crosby, Ida Aline	McLean	Normal
Crosby, Irene Florence	McLean	Normal
Cross, Cassie Niswonger	DeWitt	Weldon
Darst, Florence Edith	Champaign	Mahomet
Davis, Ruth Abigail	(Missouri)	St. Louis
DeBruler, Juanita	Moultrie	Bethany
Depke, Clara Marie	Vermilion	Danville
Dillon, Stella Agnes	Livingston	Flanagan
Dopheide, Hazel Evelyn	Macoupin	Palmyra
Dorrell, Ella Pauline	Mason	Easton
Duncan, Audlea	Knox	Maquon
Dunlap, Grace Belle	McLean	Danvers
Edmiston, Mary Elizabeth	Macoupin	Hettick
Engle, Jeannette Olive	Stephenson	Freeport
Essenpries, Milda F.	Bond	Pierron
Evans, Anna Long	McLean	Normal
Findley, Alta Evelyn	Richland	Parkersburg
Fisher, Carrie Uhland	Adams	Payson
Forsyth, Nellie	McLean	Bloomington
Frankenburger, Jessie	Henry	Alpha
Fry, Mrs. Naomi	McLean	Bloomington
Gaumer, Ina Leona	Marshall	Speer
Gemberling, Eva Claire	Logan	Emden
Geyman, Ruth Bell	Woodford	Low Point
Gleason, Cecelia	Logan	Elkhart
Gottlieb, Theresa Fanny	Tazewell	Peoria
Green, Florence	McLean	Bloomington
Cregg, Lela Mae	Gallatin	Omaha
Greider, Reeva Agnes	Sangamon	Springfield
Grigsby, Sadie Ann	Marion	Centralia
Grob, Elizabeth Anne	Woodford	Metamora

NAME	COUNTY	POSTOFFICE
Harrison, Kate	Sangamon	Auburn
Hawthorne, Katherine Belle	Putnam	Granville
Hill, Trela	Macon	Macon
Hockenbury, Mamie	Woodford	Metamora
Hogan, Mildred Agnes	Moultrie	Dalton City
Holmes, Olive Blanch	Iroquois	Hoopeston
Holstein, Frances	Adams	Mendon
Holstein, Inez	Adams	Mendon
Holser, Theresa Lucie	Peoria	Rome
Huber, Anna Mary	Macoupin	McVey
Huffington, Hattie L.	McLean	Normal
Huston, Gertrude	Ford	Gibson City
Ingersoll, Sara Lucille	Tazewell	Green Valley
Irwin, Susan Irene	Logan	Lincoln
Ives, Ellen Mary	(South Dakota)	Spencer
Jackman, Ethel Florence	Grundy	Gardner
Jensen, Ella Mae	Livingston	Saunemin
Johnson, Hannah	Ford	Gibson City
Keller, Ruie Imo	Tazewell	Mackinaw
Kerchenfaut, Edith	Ford	Gibson City
Killian, Kathleen M.	McLean	Kerrick
Krieling, Augusta A.	Mason	Topeka
Lindblad, Darleen A.	McLean	Normal
Loehr, Margaret Edelia	Woodford	Secor
McDonald, Vera Irene	Livingston	Saunemin
Markland, Hettie Josephine	McLean	Bloomington
Mayo, Gertrude	Edgar	Redmon
Michael, Arna Ione	Richland	Parkersburg
Morrow, Rose Theresa	Livingston	Odell
Munch, Mabel Gertrude	DeWitt	Weldon
Nelson, Neva Mae	Knox	Williamsfield
Nicol, Mary Agnes	McLean	Covell
Olsen, Besse Opal	McLean	Normal
Olson, Hilda Elvira	Ford	Paxton
Pacey, Laura Elizabeth	Peoria	Brimfield
Phipps, Lula Eliza	Peoria	Trivoli
Pool, Lela Lavina	McLean	Weston
Pringey, Murrel Hazel	McLean	Bloomington
Ramshaw, Pearl Irene	Iroquois	Loda
Rexroat, Viola May	McDonough	Macomb
Rickaby, Dorthea Eve	Sangamon	Springfield
Riseling, Pearl	McLean	Bloomington
Robinson, Lael Fern	Livingston	Emington
Rose, Amy	McLean	Arrowsmith
Schafer, Florence Marie	Iroquois	Chebanse
Scott, Ura M.	DeWitt	Clinton
Shanklin, Elva Agnes	McLean	Normal
Shannon, Helen Louise	McLean	Bloomington
Slaten, Charlotte Myrtle	Jersey	Grafton

NAME	COUNTY	POSTOFFICE
Slown, Effie C.	McLean	Towanda
Slown, Ruth Clara	McLean	Bloomington
Smith, Daisy	Mason	San Jose
Smith, Mrs. Kate Parker	(South Dakota)	Pickerville
Spalding, Ruby Evelyn	Tazewell	Tremont
Spry, Eva Mae	McLean	Hudson
Stead, Esther Vivian	Macoupin	Girard
Stewart, Edna Mae	McLean	Bloomington
Suemnicht, Lissette	St. Clair	Freeburg
Thomas, Rhue	Menard	Oakford
Thompson, Mae	Morgan	Jacksonville
Thorne, Mabel Clare	Peoria	Mossville
Tyler, Lillian Willits	Mason	San Jose
Uphaus, Daisy May	Macon	Macon
Vangieson, Florence Minta	Montgomery	Pawnee
Walton, Nellie Catherine	Montgomery	Nokomis
Webster, Aaro Vansant	Iroquois	Chebanse
Weeden, Nellie A.	Marshall	Wenona
Westhoff, Margaret	McLean	Normal
Whitaker, Katie	Logan	Chestnut
White, Gertrude Regina	McLean	Bloomington
White, Grace Catherine	McLean	Bloomington
Willber, Frances Pamela	Lawrence	Russellville
Wilson, Minnie Adele	DeWitt	Weldon
Witten, Eunice Cleo	(Missouri)	Jamesport
Woodward, Opal Fern	DeWitt	Clinton
Yoder, Ella Marie	McLean	Carlock
Allan, William David	McLean	Normal
Anderson Roscoe Phinish	Mason	Kibourne
Bainum, Donald	Ford	Paxton
Bowen, N. Esco	Lawrence	Chauncey
Brandenburger, Friedolin	St. Clair	New Athens
Brining, Clarence E.	McLean	LeRoy
Butler, Maynard	Wayne	Sims
Cowser, Clyde Powell	Peoria	Mapleton
Feather, Olen Bert	Wayne	Wayne City
Grounds, Earl Ernest	Lawrence	St. Francisville
Gumm, Loren Victor	Menard	Oakford
Hammel, Alvin Henry	St. Clair	Millstadt
Henry, Charles	Pike	Pittsfield
Ivins, Maurice Glasgow	Brown	Mt. Sterling
Jackson, Euris	Richland	Calhoun
Johnson, Griffith	Vermilion	Potomac
Keel, Joseph Clarence	Peoria	Trivoli
King, John A.	Sangamon	Springfield
Lambird, Clifford David	Jasper	Newton
Low, Charles Leland	Moultrie	Bethany
Marshall, Charles Joseph	McLean	Heyworth
Neill, Ora Earnest	Peoria	Chillicothe

NAME	COUNTY	POSTOFFICE
Niehart, Marion William	Christian	Pana
Quick, William Eston	Lawrence	St. Francisville
Rabe, Fred Stanley	Mason	Forest City
Redmon, Alexander	Jasper	West Liberty
Reed, Homer	Macon	Argenta
Rowlands, Benjamin	McLean	Lexington
Scheib, Howard Glenn	(Wisconsin)	Fondulac
Smith, Frederick William	Pike	Perry
Spry, Chester	McLean	Hudson
Stubblefield, Warren	McLean	McLean
Underbrink, Henry Elton	Mason	Easton
Villhard, Arnold Henry	St. Clair	Summerfield
Washburn, Glenn Robert	McLean	Normal
Wooters, Gordon	Marion	Centralia

STUDENTS WHO MAY GRADUATE IN 1916

NAME	COUNTY	POSTOFFICE
Adams, Bertha Louise	Jasper	Newton
Adams, Blanche Irene	Jasper	Newton
Aitken, Alice	Whiteside	Fulton
Aitken, Isabel	Whiteside	Fulton
Anderson, Irene Nannie	Tazewell	Delavan
Anderson, Stella Olivia	McLean	Bloomington
Baker, Clara Maye	McLean	Heyworth
Barth, Sophia	Woodford	Minonk
Bergin, Rose Helen	Livingston	Campus
Bever, Bertha Mae	McLean	Saybrook
Binnion, Edith	Marion	Vernon
Black, Jean Elizabeth	LaSalle	LaSalle
Blackburn, Edith May	Madison	Edwardsville
Brown, Mrs. Mary Camblin	Rock Island	Rock Island
Cain, Verdie	Champaign	Ivesdale
Canopy, Gertrude Olive	Tazewell	Hopedale
Carr, Helen Grace	McLean	Bloomington
Cavanagh, Rose L.	Livingston	Chatsworth
Cavanagh, Theresa C.	Livingston	Chatsworth
Clark, Edith Leora	Kankakee	Buckingham
Conger, Gladys Ellen	McLean	Holder
Cooper, Vena Pearl	McLean	Normal
Cox, Frances Marie	Macon	Decatur
Crangle, Alice, Mary	Iroquois	Onarga
Crosby, Avis Anna	Tazewell	Manito
DeForest, Adelia Marie	Bond	Pocahontas
Delaney, Catherine Esther	McLean	Holder
Ditterline, Arah Victoria	Pope	Temple Hill
Dougherty, Mary Ellen	Livingston	Chenoa
Doyle, Anna	McLean	Holder
Doyle, Isabel Frances	Ford	Sibley
Duggins, Lila Mildred	Peoria	Dunlap
Dunlap, Daisy E.	McLean	LeRoy

NAME	COUNTY	POSTOFFICE
Earing, Gladys Fern	Livingston	Cullom
Ehler, Rose	Champaign	Champaign
Erp, Marie Claudina	Ford	Garber
Evans, Lecye Ward	Scott	Winchester
Farber, Minnie Lucy	Livingston	Cullom
Farley, Chloie	McLean	LeRoy
Fisher, Flossie Myrtle	Ford	Gibson City
Follmer, Hazel Ruth	Livingston	Pontiac
Fraker, Helen Josephine	Shelby	Shelbyville
Hammel, Lottie Mae	Champaign	Mahomet
Hartwig, Anna Marie	Macon	Harristown
Heath, Bess	Lawrence	Sumner
Howard, Winona Estelle	McLean	Bloomington
Hurst, Luella	McLean	Normal
Jensen, Grayce	Livingston	Flanagan
Johnson, Mayme Irene	Kankakee	Kankakee
Johnson, Ruth Emeline	DeWitt	Wapella
Jones, Marguerite Ruth	Will	Peotone
Jurgensen, Ena M	Marshall	Bradford
Knoblauch, Pauline F	Woodford	Matamora
Kossieck, Ruby Marie	Macon	Decatur
Latch, Goldie Florence	Macon	Argenta
Lindow, Frances	(Wisconsin)	Elkhorn
Lindsey, Ada Mae	Tazewell	Mackinaw
Lipe, Bertha Mae	McLean	Colfax
Little, Rose Anne	McLean	Normal
Ludden, Goldie Frances	Logan	Emden
Lyons, Mary A	Woodford	Panola
McCoy, Lois Edna	Peoria	Oakhill
Marr, Belva Grace	Iroquois	Pittwood
Marr, Iva	Iroquois	Pittwood
Marshall, Mary Amanda	Whiteside	Sterling
Milstead, Venah B	McLean	Normal
Neal, Lyla Opal	McLean	LeRoy
Norris, Edna Emelia	Marion	Vernon
Norris, May Ada	Marion	Vernon
Orr, Ida Mae	Vermilion	Hoopeston
Parish, Merle Margaret	McLean	Normal
Patterson, Nellie May	DeWitt	Farmer City
Powell, Lydia Irene	McLean	Normal
Quinlan, May Catherine	Champaign	Tolono
Read, Verna Vesta	Pike	Pearl
Reising, Matilda Agnes	Livingston	Cullom
Robinson, Kittie	DeWitt	Clinton
Rowlen, Florence Lavina	Iroquois	Watseka
Schenck, Ruth Anna	Knox	Yates City
Schuler, Grayce Ethel	McLean	Bloomington
Schutte, Matilda	Ford	Gibson City
Scott, Anna Ethel	Ford	Clarence

NAME	COUNTY	POSTOFFICE
Scott, Nevada E.	Knox	Gibson
Sides, Lois Marian	Brown	Versailles
Simkins, Mae Madelin	Bureau	Arlington
Sleezer, Marcia Adella	Ford	Paxton
Sparrow, Amie Elizabeth	Tazewell	Delavan
Stewart, Lilian Emily	Rock Island	Reynolds
Story, Sybil Irene	McLean	LeRoy
Sullivan, Nellie Cecelia	McLean	Bloomington
Thomas, Nina Barton	Brown	Versailles
Thorne, Anna Marie	Peoria	Moosville
Tolan, Florence	Woodford	Minonk
Tucker, Nola Mae	Peoria	Princeville
Vogel, Rose	Woodford	Benson
Wagner, Viola Gladys	Tazewell	Washington
Wasem, Anna Isabella	St. Clair	Fayetteville
Weber, Alice Marie	Ford	Piper City
Wilcox, Hazel Vanson	Vermilion	Fairmount
Winchell, Helen Lucille	McLean	Normal
Worthington, Iva Madge	McLean	Normal
Yoder, Ella Mae	McLean	Meadows
Young, May Maurine	McLean	Normal
Zeller, Elizabeth	Morgan	Alexander
Bailey, Collin French	Richland	Parkersburg
Behrends, Harm Gerdes	Champaign	St. Joseph
Biddle, Lloyd Pearl	McLean	Normal
Bradfield, Charles A.	Lawrence	St. Francisville
Bradfield, Chester Paul	Lawrence	St. Francisville
Brown, Erastus	Macoupin	McVey
Clark Jarius	Edwards	West Salem
Dwyer, Paul Cecil	Logan	Mt. Pulaski
Dyer, Harold Ruskin	McLean	Bloomington
Fischer, Henry Emil	St. Clair	Centerville
Gregg, Hugh Carlton	Gallatin	Eldorado
Grounds, Oral Frank	Lawrence	St. Francisville
Herrling, Charles	St. Clair	Millstadt
Hutchinson, John	Lawrence	Sumner
Iles, Henry Jacob	Vermilion	Fairmount
Jackson, Irvin	Richland	Calhoun
Johnson, Ira James	Wayne	Wayne City
Kimbrell, Roy Edward	Massac	Metropolis
Lambird, Harry Mathias	Jasper	Newton
Larrabee, Lester F.	Macon	Decatur
Lathrop, Levi	Lawrence	Sumner
Legg, Dexter	Lawrence	Sumner
Litherland, Lawrence	Lawrence	Lawrenceville
Milstead, Harley Porter	McLean	Normal
Montgomery, Ross Albert	Logan	Atlanta
Perrott, Talmage DeWitt	Lawrence	Lancaster
Price, John Orlando	Lawrence	St. Francisville

NAME	COUNTY	POSTOFFICE
Sebright, Guy	Lawrence	Sumner
Shaffer, Charles	Woodford	Kappa
Shaver, John	Sangamon	Waverly
Sparks, John Woodruf	Montgomery	Rosemond
Stead, Ray Genwood	Macoupin	Girard
Steward, Guy	Lawrence	Sumner
Stone, Ralph William	Menard	Greenview
Wagner, Joy Oren	Lawrence	Sumner
Ward, John Purcell	Scott	Glasgow
Weber, Arthur George	Pike	Griggsville
Wheeler, Dola Arthur	Pike	Straut
Wright, Ivan	Lawrence	Sumner

UNIVERSITY HIGH SCHOOL

SENIORS

48 credits or more

Ambrose, Ruth	McLean	Hudson
Brand, Leila Majorie	McLean	Normal
Brown, Helen	McLean	Bloomington
Cherry, Clara Millicent	McLean	Downs
Funk, Lela	McLean	Normal
Holmes, Ruth Jeannette	McLean	Normal
Spilman, Roberta	McLean	Normal
Tavenner, Helen	McLean	Normal
Wheeler, Lela Ethel	Livingston	Long Point
Ambrose, James	McLean	Hudson
Benjamin, Paul Kingsley	McLean	Bloomington
Briggs, Ben	Tazewell	Minier
Courtright, Jay	McLean	Normal
Holsen, James Noble	Lawrence	Sumner
Johnson, Howard Archie	McLean	Normal
Kasbeer, John Harold	McLean	Normal
McLellan, Allan	McLean	Normal
Opper, Walter	Putnam	Granville

FOURTH YEAR

37 to 47 credits

Collins, George	Pike	New Canton
Coolidge, William Francis	McLean	Bloomington
Liming, Clifford Leroy	DeWitt	Maroa
Skinner, Glenn	McLean	Hudson
Theis, Raymond	Tazewell	Minier

JUNIORS

25 to 36 credits

NAME	COUNTY	POSTOFFICE
Ayers, Louise	McLean	Bloomington
Ewins, Lucy	McLean	Bloomington
Funk, Pearl Irene	McLean	Normal
Garlough, Zoe Irene	McLean	Normal
Gaumer, Ina Leona	Marshall	Speer
Gildersleeve, Gladys Rowena	McLean	Hudson
Hoke, Bertha Mae	Iroquois	Crescent City
Iles, Katherine Annette	Vermilion	Fairmount
McGraw, Marie Bessie	McLean	Bloomington
Morse, Ruth	McLean	Bloomington
Parr, Dorothy	(Michigan)	Castle City
Smith, Florence Chafee	McLean	Normal
Beggs, Philip	McLean	Normal
Brown, Carter Pennell	McLean	Normal
Burtis, Edwin	McLean	Hudson
Burtis, Ralph	McLean	Hudson
Bush, Louis	McLean	Normal
Cox, Carroll Downey	McLean	Normal
Davis, Louis	McLean	Bloomington
Easterbrook, Oliver	McLean	Normal
Elliott, James	(Iowa)	Muscatine
Felmley, John Benjamin	McLean	Normal
Grubb, Robert	Adams	Liberty
Hall, Harry	McLean	Bloomington
Howard, William	McLean	Bloomington
Howe, Ethan	McLean	Normal
Huffaker, O'Bannon Lloyd	Cook	Chicago
McCord, Orville	McLean	Normal
Reeder, Samuel	McLean	Bloomington
Reynolds, Merle	McLean	Normal
Schneider, Oscar	McLean	Normal
Schroen, Henry Lester	Tazewell	Washington
Stewart, Hanley	McLean	Randolph

SOPHOMORES

13 to 24 credits

Blair, Hazel Oneta	McLean	Normal
Brand, Dorothy Mildred	McLean	Normal
Brusch, Anna Sarah	McLean	Normal
Eaton, Alice Cora	McLean	Normal
Gasaway, Alice Elizabeth	McLean	Normal
Johnson, Esther Louise	McLean	Normal
Johnson, Marian March	McLean	Normal
Manchester, Miriam Flora	McLean	Normal

NAME	COUNTY	POSTOFFICE
Nicol, Edith Margaret	Morgan	Woodson
Pengra, Beatrice	McLean	Normal
Sadler, Clella Lewis	McLean	Normal
Short, Myrtha	DeWitt	Wapella
Wiley, Mildred	McLean	Normal
Aikin, Homer Virgil	Warren	Monmouth
Bernard, Leonard	McLean	Towanda
Carrithers, Henry Havens	McLean	Hudson
Courtright, Russell	McLean	Normal
Harrison, Phil	Sangamon	Auburn
Holmes, Parker Manfred	McLean	Normal
Husband, Roscoe	McLean	Normal
Iles, Henry Jacob	Vermilion	Fairmount
Keating, John	DeWitt	Wapella
Little, Allen Joseph	McLean	Normal
Little, Leslie Charles	McLean	Normal
Macy, Cecil Wengert	McLean	Normal
Martin, Paul Howard	McLean	Normal
Penner, Arthur Rolland	McLean	Bloomington
Schwab, Walford	McLean	Normal
Smith, Dudley Chase	McLean	Normal
White, Raymond	McLean	Normal
Wightman, Arlo Pearson	McLean	Holder
Wilson, Lyndon Rutledge	McLean	Normal

FRESHMEN

12 credits or less

Allen, Ruth	McLean	Normal
Augustine, Frances	McLean	Normal
Bailey, Naomi	McLean	Normal
Crewe, Marguerite Cordell	McLean	Normal
Day, Ruth	McLean	Normal
Fehr, Lillian	McLean	Normal
Ferguson, Louise	McLean	Normal
Grote, Louise	McLean	Normal
Hand, Gladys	Tazewell	Green Valley
Harwood, Hazel	Tazewell	Green Valley
Hildreth, Hazel	Coles	Mattoon
Kelly, Anna	McLean	Normal
Marr, Gladys	McLean	Normal
Penner, Gladys Elosie	McLean	Bloomington
Phillips, Aline	McLean	Normal
Pilch, Maud	Adams	Columbus
Randall, Daisy	McLean	Normal
Reynolds, Bertha	McLean	Normal
Ridgley, Winifred Rosamond	McLean	Bloomington
Stevenson, Elizabeth	McLean	Bloomington
Straub, Lillian Johanna	McLean	Normal

NAME	COUNTY	POSTOFFICE
Stuart, Ruth Catherine	McLean	Normal
Sutter, Ineze	McLean	Heyworth
Walston, Elsie	McLean	Normal
Wheeler, Helen	Livingston	Long Point
Wilcox, Hazel	Vermilion	Fairmount
Williamson, Hazel	McLean	Carlock
Winkle, Nellie	McLean	Bloomington
Young, Irma Marguerite	McLean	Bloomington
Allan, Bruce	McLean	Normal
Atkin, Arthur	(Michigan)	Petoskey
Bowles, Oliver Henry	McLean	Normal
Bracken, Dwight	McLean	Bloomington
Burrows, John Mathias	McLean	Towanda
Burtis, Royal	McLean	Hudson
Cavins, Warren	McLean	Normal
Coolidge, Hesketh	McLean	Bloomington
Crystal, William	DeWitt	Clinton
Dillon, Dean	McLean	Bloomington
Dillon' Elmo	McLean	Bloomington
Driggers, Vernell	McLean	Normal
Drummett, Arthur William	Livingston	Long Point
Duff, William David	McLean	Normal
Eckart, Harold	McLean	Bloomington
Evans, George	McLean	Bloomington
Giering, Lawrence	McLean	Normal
Gulliford, Fred	McLean	Normal
Hanson, Archie	McLean	Normal
Harris, Percival	McLean	Normal
Hubbell, John	DeWitt	Wapella
Iles, Allen Everett	Vermilion	Fairmount
LeNeve, Calvin Emery	McLean	Normal
Liggitt, Chester	McLean	Normal
Lucas, Verne	Cass	Chandlerville
Moore, Louis	McLean	Bloomington
Moore, Wayne Stewart	McLean	Normal
Neeld, Carroll	McLean	Normal
Outram, Joseph	Livingston	Long Point
Oxley, Lawrence	Morgan	Franklin
Pfiffner, Floyd	McLean	Normal
Robinson, Richard	McLean	Normal
Speaker, Arthur	McLean	Normal
Stewart, Bradford	McLean	Randolph
White, Norman	McLean	Normal
Whitmer, Robert	McLean	Bloomington
Young, Eugene	Livingston	Flanagan

HIGH-SCHOOL SUMMARY

	Girls	Boys	Total
Seniors	9	10	19
Fourth Year	0	4	4
Juniors	**12**	**21**	**33**
Sophomores	13	19	32
Freshmen	30	37	67
TOTAL	64	91	155

SUMMER SCHOOL STUDENTS

NAME	COUNTY	POSTOFFICE
Aber, Donna May	Pike	Pittsfield
Adam, Antoinette V	St. Clair	Belleville
Adams, L. Estelle	Macoupin	Carlinville
Adkins, Docia	Jasper	Newton
Aikman, Nell	Williamson	Marion
Allen, Harriet	Greene	Greenfield
Allison, Myrtle Flo	Iroquois	Onarga
Altman, Lulu May	Mason	Saidora
Amidon, Addie	Kankakee	Herscher
Amidon, Nelle M	Piatt	Bement
Anderson, Mrs. Annie	Perry	DuQuoin
Anderson, E. Edna	Tazewell	Delavan
Andrews, Ivy J	Fulton	Vermont
Andrews, Winifred	Lawrence	Bridgeport
Angleton, Amy D.	Christian	Sharpsburg
Apland, Gonilla	Ford	Paxton
Apland, Mattie	Ford	Paxton
Appleby, Olive C	Tazewell	East Peoria
Archer, Irene A	Macon	Decatur
Archibald, Myrtle R	St. Clair	Freeburg
Argo, Anna	DeWitt	Clinton
Armstrong, Agnes	McLean	Bloomington
Armstrong, Minta	Saline	Harrisburg
Armstrong, Sylvia E	DeWitt	Clinton
Arning, Julia	Adams	Quincy
Aszman, Alma	Randolph	Chester
Ator, Blanche M	Morgan	Jacksonville
Ator, Matie Caroline	Morgan	Jacksonville
Augustine, Hazel L	Grundy	Gardner
Ault, Vena E	Montgomery	Hillsboro
Auman, Marguerite V	Kane	Elgin
Austin, Nola G	Menard	Greenview
Averitt, Ruth	(Missouri)	Mexico
Bacus, Laura Ethel	Pike	Nebo
Bahney, Elsie Ruth	Macon	Casner
Bailey, Mable Claire	Richland	Olney
Bain, Grace Virginia	Cass	Ashland
Baird, Mattie A	Randolph	Sparta
Baker, Clara Mae	McLean	McLean
Baker, Elnora	Effingham	Altamont
Baker, Gussie Maude	Piatt	Monticello
Baker, Louvena L	McLean	Normal
Baker, Maude	Douglas	Newman
Baker, Olive A. E	McLean	Bloomington
Balderston, Margaret	Putnam	Magnolia

NAME	COUNTY	POSTOFFICE
Baltzer, Irene	Stephenson	Orangeville
Bamber, Hazel	Woodford	Eureka
Bangert, Maude	Pike	Pittsfield
Banta, Frances Irene	Woodford	Eureka
Barding, Ida Florence	Christian	Pana
Barickman, Gertrude	LaSalle	Streator
Barlow, Helen	Brown	Mt. Sterling
Barnett, Verna Mae	Macon	Decatur
Barrett, Inez Marzee	Washington	Ashley
Bateman, Florence N	Stark	LaFayette
Bates, Margaret M	Greene	Roodhouse
Baty, Mary Isabelle	Peoria	Glasford
Bauch, Wilhelmina J	Pike	Pittsfield
Baudino, Frances	Grundy	Carbon Hill
Bauer, Lauretta Mary	Macoupin	Hagaman
Bean, Anna Mary	DeWitt	Farmer City
Bean Florence Octavia	DeWitt	Farmer City
Beck, Alice	Livingston	Odell
Beck, Nira	Putnam	McNabb
Beeby, Ruth Alice	Piatt	Hammond
Beers, Eugenia Marie	Macoupin	Palmyra
Beery, Lucinda F	Piatt	Lintner
Beery, Maudine	McLean	Chenoa
Beese, Bertha Florence	St. Clair	Belleville
Beggs, Nellie	McLean	Normal
Bell, Floy Beatrice	Greene	Greenfield
Bell, Hallie Opal	McLean	Bloomington
Bell, Mary Anne	Mason	Saidora
Bellersheim, Kathryn	Sangamon	Springfield
Bennett, Dora	Peoria	Princeville
Benoit, Beulah	Iroquois	Beaverville
Berg, Ida T	Stephenson	Freeport
Berger, Josephine	Champaign	Ivesdale
Berigan, Gertrude	Champaign	Sadorus
Bevilhimer, Esther V	Piatt	Milmine
Bewsey, Jennie Belle	Iroquois	Gilman
Biddle, Anna	Vermilion	Rossville
Biltz, Della	St. Clair	Summerfield
Birch, Margaret Alice	Pike	Griggsville
Bishop, Ethel	DeWitt	Wapella
Bishop, Mable Esther	McLean	Bloomington
Bishop, Mrs Nellie	McLean	Heyworth
Bittourna, Hazel Grace	Kankakee	Kankakee
Black, Alma Avis	Mason	Mason City
Black, Carolyn	Hamilton	McLeansboro
Black, Minnie M	Hamilton	McLeansboro
Blackburn, Eunice R	McLean	Normal
Blades, Malinda	Ford	Gibson City
Blair, Eleanor M	Peoria	Peoria

NAME	COUNTY	POSTOFFICE
Blandin, Mabelle	Iroquois	Watseka
Bleiker, Hedwig	St. Clair	Belleville
Blevins, Lusettie	Macoupin	Atwater
Bloes, Anna	Logan	Lincoln
Boaz, Birdie	Dewitt	Weldon
Bohlander, Esther	Woodford	Cazenovia
Bolliger, Lydia	Tazewell	Deer Creek
Bollin, Lorene M	Logan	Lincoln
Boma, Bertha	Ford	Piper City
Born, Grace Viola	Piatt	Milmine
Borough, Bettie C	Macoupin	Carlinville
Boso, Mae	Tazewell	Mackinaw
Boston, Goldie Neomi	Hancock	Carthage
Boucher, Mary Corinne	Tazewell	Mackinaw
Boughn, Florence	Macon	Warrensburg
Boundy, Lottie Viola	McLean	Normal
Bourlier, Ida Anna	Lake	Zion City
Bowler, Grace	Mason	Manito
Bowman, Leona F	Macon	Decatur
Boyd, Mae E	LaSalle	Rutland
Boyd, Rose M	LaSalle	Streator
Bradley, Ida May	Schuyler	Rushville
Bramer, Jessie Mae	Madison	Granite City
Brand, Majorie	McLean	Normal
Brennan, Clara Helen	McLean	Bloomington
Brett, Florence Caroline	McLean	Bloomington
Brewer, Edna C	McLean	Bloomington
Brian, Mary Elizabeth	Mason	San Jose
Bridges, Ildria	Jasper	Willow Hill
Bristol, Lettie	Jefferson	Opdyke
Brockway, Daisy L	Will	Plainfield
Brokaw, Bertha Mae	Pike	Milton
Broline, Inez Charlotte	Marshall	Henry
Brown, Anna Maria	Clinton	Carlyle
Brown, Blanche C	McLean	Lexington
Brown, Carrie Beatrice	McLean	Normal
Brown, Flossie Mae	Macoupin	McVey
Brown, Grace Ellen	McLean	Normal
Brown, Leota Dee	McLean	Normal
Brown, Mabel	Randolph	Chester
Brummett, Oma E	Edgar	Chrisman
Brunsman, Marie M	Menard	Greenview
Bryant, Maurine C	McLean	Bloomington
Buchanan, Florence Irene	Pike	Perry
Buck, Clara Drusilla	Woodford	Eureka
Buell, Mabel	Henry	Geneseo
Bullard, Bertha Beatrice	Sangamon	Lowder
Burdette, Myrtle Idell	Woodford	Goodfield
Burgess, Helen Bell	Vermilion	Danville

NAME	COUNTY	POSTOFFICE
Burgett, Olive	DeWitt	Weldon
Burnett, Nellie Agnes	Marshall	Sparland
Burnham, Mary	Mason	Mason City
Burroughs, Ruth	Tazewell	Washington
Burrows, Bernyce	Scott	Winchester
Burtis, Carrie Maleta	McLean	Hudson
Bush, Mrs. Cora	Champaign	Homer
Bush, Jessie Catherine	McLean	Normal
Busick, Inez	McLean	Bloomington
Buskirk, Ethel A.	Stark	Toulon
Butler, Edna Genevieve	Hancock	LaHarpe
Butler, Florence H.	Hancock	LaHarpe
Butler, Mary C.	Pike	Griggsville
Bywater, Ruth Hope	Adams	Quincy
Cade, Ruth E.	Marion	Centralia
Cadogan, Katherine	Adams	Quincy
Cain, Mary A.	Champaign	Ivesdale
Caldwell, Jennie	Morgan	Alexander
Callahan, Frieda	Iroquois	Milford
Callahan, Ruby M.	Iroquois	Milford
Camden, Susan Pearl	Macon	Macon
Cameron, Mabel	Christian	Pana
Camery, Vera	Marshall	Henry
Capps, Mable	Greene	Greenfield
Carmody, Edith	Greene	Carrollton
Carpenter, Ethel	Vermilion	Danville
Carroll, Jean S.	Lee	Amboy
Carson, Margaret H.	Peoria	Peoria
Carson, Ruth Ellen	Peoria	Peoria
Carter, Mary Lucina	Vermilion	Fairmount
Carver, Elsie M.	Sangamon	Springfield
Cash, Elsie Myrtle	Vermilion	Hoopeston
Cation, Catherine	Knox	Williamsfield
Cavins, Grace Melissa	Coles	Mattoon
Chalfat, Marie	Christian	Chalfant
Chamberlain, Essie	McLean	Normal
Chambers, Jennie	Edgar	Metcalf
Chandler, Bess	Pike	Pearl
Chandler, Ruby D.	Pike	Pearl
Chapman, Mary Isabel	Montgomery	Raymond
Chapple, Stella R.	St. Clair	Lebanon
Cheeseman, Alice	Wabash	Mt. Carmel
Cherry, Clara M.	McLean	Bloomington
Cherry, Marie Angela	McLean	Bloomington
Cherry, Mrs. Mary Bloomer	McLean	Bloomington
Chism, Mattie A.	McLean	Normal
Chittenden, Ruth	Adams	Mendon
Chivington, Ginevra M.	Peoria	Peoria
Christophel, Clara A.	Bureau	Christophel

NAME	COUNTY	POSTOFFICE
Clark, Clarenda V	Vermilion	Danville
Clark, Edna M	Woodford	Low Point
Clark, Ina C	Pike	Barry
Clark, Susan Greta	Christian	Assumption
Cleary, Cora Alfa	Christian	Owaneco
Clover, Blonnie	Piatt	Cisco
Coay, Phoebe A	Piatt	Cisco
Coe, Gladys Bradley	Livingston	Pontiac
Cogswell, Sylvia Lena	Cacoupin	Hettick
Colaw, Myrtle Maree	McLean	Downs
Coleman, Ruth	Fulton	Ipava
Collins, Gladys Marie	McLean	Bloomington
Collins, May	McLean	Saybrook
Combe, Minne F	Madison	Highland
Conebear, Lucy Kingman	Tazewell	Morton
Combs, Youthel	Clay	Louisville
Conklin, Nadine	McLean	Colfax
Connelly, Mary	Iroquois	Loda
Cook, Alta Mae	Tazewell	Mackinaw
Cook, Ruby Viola	Cacoupin	Medora
Cook, Ruth M	McLean	Danvers
Cooley, May Belle	DeWitt	Clinton
Cooney, Loretta May	Tazewell	Tremont
Coons, Ethel Harriet	LaSalle	Rutland
Cooper, Annetta Belle	McLean	Normal
Cooper, Ethel	Tazewell	Washington
Cooper, Myrtle Jane	McLean	Normal
Coquilette, Fay Lenola	Richland	Olney
Corbett, Mabel	Mason	Manito
Corbin, Ethel D	Marshall	Washburn
Corbin, Pearl Henrietta	Will	Wilmington
Corgan, Jessie	(Missouri)	St. Louis
Corrie Viola Grace	Lawrence	Sumner
Coursey, Beulah	Ogle	Polo
Courtright, Minetta	McLean	Normal
Cowan, Eva Stuart	McLean	Normal
Cowan, Helen Grace	McLean	Normal
Cox, Aredella J	Bond	Mulberry Grove
Cox, Edna Pearl	Christian	Pana
Cox, Mrs. Maude	Iroquois	Chebanse
Cox, Vera H	Moultrie	Lovington
Coyle, Mrs. Mattie M	McLean	Gridley
Craigmiles, Frances	Lee	West Brooklyn
Creamer, Hazel, Bethel	Macon	Maroa
Creimeyer, Cora Marie	Clinton	Carlyle
Crisler, Rosine S	Randolph	Chester
Croft, Hazelle Kirk	Mason	Mason City
Croft, Jessie Marie	Mason	Mason City
Crosby, Effie L	McLean	Normal

NAME	COUNTY	POSTOFFICE
Cross, Eva B.	Macon	Blue Mound
Cross, Fannie Edith	Mason	Mason City
Crossland, Edith Hester	Hancock	Bowen
Crossland, Pearl	Adams	Mendon
Crull, Ethel	Logan	Mt. Pulaski
Crum, Lena May	DeWitt	Clinton
Cumming, Beulah A.	Grundy	Gardner
Cummings, Kathryn	Hancock	Dallas City
Cunningham, Mamie	Iroquois	Chebanse
Curl, Livona Frances	DeWitt	Clinton
Curl, Lucy	DeWitt	Clinton
Cushman, Elsie	Macoupin	Gillespie
Daggett, Nina Mae	Macon	Maroa
Dailey, Sadie E.	Sangamon	Illiopolis
Dalton, Mary	McLean	Towanda
Daniels, Mabel M.	Adams	Plainville
Daoust, Elizabeth	St. Clair	Millstadt
Darling, Mrs. Sarah	Peoria	Peoria
Dauphin, Ethel A.	St. Clair	Caseyville
Davenport, Marguerite	Macoupin	Carlinville
David, Effie Dinah	McLean	Normal
David, Ruth Anna	Fulton	Ipava
Davies, Elsie Elizabeth	Peoria	Peoria
Davis, Allie	Franklin	Franklin
Davis, Bessie M.	Sangamon	Springfield
Davis, Cora	Mason	Easton
Davis, Cora	Moultrie	Sullivan
Davis, Elsa I.	Mason	San Jose
Davis, Frances	Woodford	ElPaso
Davis, Grace Ethel	Mason	Mason City
Davis, Grace Greenwood	Macoupin	Virden
Davis, Loretta Crudy	Macoupin	Virden
Davis, Mayme	Edgar	Hume
Davis, Mildred Ailene	Woodford	El Paso
Davis, Vida Gertrude	Woodford	Benson
Dawson, Olive L.	Vermilion	Rossville
Day, Emma Elizabeth	Piatt	Bement
Dean, Ella Rose	Pike	Pittsfield
Decker, Nina Ethel	Ford	Piper City
Deem, Eva	Madison	Upper Alton
DeFrees, Ruth E. H.	Logan	Mt. Pulaski
DeFries, Zora Frances	Ford	Melvin
Dempster, Pearl E.	Madison	Venice
Denman, Mabel Ruth	McLean	Bloomington
Dennis, Sarah	Pike	Chambersburg
DeSpain, Mrs. Dora	McLean	Heyworth
DeVoy, Teresa A.	Hamilton	McLeansboro
Dexter, Mary E.	Kane	Elgin
Dibble, Eliza Fay	Greene	Carrollton

NAME	COUNTY	POSTOFFICE
Dickerson, Bessie	Clay	Flora
Diehl, Lois	Fulton	Ipava
Diercowff, Gertrude	Iroquois	Thawville
Dillavou, Ruth	DeWitt	Clinton
Dillman, Dantzelle	Clay	Flora
Dille, Ora D	Peoria	Peoria
Dine, Neva	Macon	Maroa
Dingeldine, Mabel Josephine	Tazewell	Washington
Dintelman, Davida	St. Clair	Belleville
Distler, Gertrude	St. Clair	O'Fallon
Distler, Margaret W	St. Clair	O'Fallon
Divall, Grace	Madison	Granite City
Divilbliss, Edith Elizabeth	DeWitt	Farmer City
Divilbliss, Vernele	DeWitt	Farmer City
Doderlein, Thora W	Cook	Oak Park
Dodson, Alma	Clinton	Carlyle
Dodson, Alta Faye	Clinton	Carlyle
Dodson, Elsie Jane	Clinton	Carlyle
Doherty, Ellen Winifred	Champaign	Champaign
Doherty, Florence Edna	Champaign	Champaign
Doherty, Laura	Will	Joliet
Dolan, Margaret	Kankakee	Kankakee
Dooly, Lillian Allene	McLean	LeRoy
Doran, Grace Sadie	Iroquois	Sheldon
Doud. Harriet	Grundy	Gardner
Dowd, Lillian	Tazewell	Delavan
Douthit, May	Shelby	Shelbyville
Dowell, Mrs. Kate	Williamson	Carterville
Downend, Florence Eleanor	Stark	Toulon
Dowty, Carrie Ann	McLean	Normal
Dowty, Edith M	McLean	Normal
Dowty, Katherine E	McLean	Normal
Doyle, Cleta	Greene	Greenfield
Drain, Kathryn	Marshall	Toluca
Drain, Sarah	Marshall	Toluca
Draser, Lela Henriette	St. Clair	Mascoutah
Dreyer, Mary	Stephenson	Freeport
Duesing, Emma F	Logan	Lincoln
Duff, Julia	McLean	Normal
Dunbar, Laura Lou	McLean	Normal
Duncan, Elizabeth	DeWitt	Wapella
Duncan, Hallie J	Macoupin	Brighton
Dunn, Verna Lotus	Kankakee	Essex
Dunston, Alma Florence	Pike	Baylis
Durflinger, Blanche	Macon	Niantic
Durham, Eunice L	Marshall	Toluca
Durkee, Mary Belle	Shelby	Tower Hill
Durkee, Mildred N	Whiteside	Fulton
Durr, Margaret Louise	Pike	Pittsfield

NAME	COUNTY	POSTOFFICE
Dwyer, Letha Maude	Mason	Manito
Easterbrook, B. Mabel	McLean	Saybrook
Easterbrook, Pearl	McLean	Normal
Eaton, Alice Cora	McLean	Normal
Ebright, Emma	Marshall	Lacon
Edborg, Carrie	McLean	Bloomington
Edds, Vera Orienne	Logan	Lincoln
Edwards Carrie Helen	Putnam	McNabb
Ehresman, Verdie A.	Ford	Roberts
Ehrnthaller, Anna A.	Marshall	Toluca
Ehrnthaller, Kathryn	Marshall	Toluca
Eich, Gladys	Woodford	Minonk
Elder, Geneva Ruth	Adams	Quincy
Elder, Media	Christian	Mt. Auburn
Eliason, Elvie K.	Lake	Zion City
Ellerick, Nora	Macon	Argenta
Emery, Georgia F.	Macoupin	Bunker Hill
Ensminger Nelle	Adams	Lima
Ernst, Lena E.	Grundy	Braceville
Ernst, Mabel	(South Dakota)	Woonsocket
Eskridge, Florence Bell	Piatt	Hammond
Evans, Bess	Christian	Taylorville
Evans, Helen	Logan	Middletown
Evey, Elizabeth	Woodford	Benson
Faller, Emma Colleta	McLean	LeRoy
Farmer, Madge	Marion	Centralia
Feazel, Bessie Lillyan	Woodford	Washburn
Feazel, Gertrude Evelyn	Wooford	Washburn
Fehrenbaker, Nelle E.	Williamson	Johnston City
Fessel, Frances Mayme	Richland	Olney
Fielder, Johanna R.	Calhoun	Batchtown
Field, Mrs. Cora W.	DeWitt	Weldon
Filson, Justina Edna	Morgan	Concord
Finnigan, Helen Katherine	Ford	Gibson City
Fish, Ida Mae	Pike	Baylis
Fisher, Flossie M.	Ford	Gibson City
Fisher, Mary Elizabeth	Bureau	Walnut
Fisherkeller, Helen M.	McLean	Bloomington
Fisk, Lillian Franc	Livingston	Dwight
Fitzmaurice, Mary	Logan	Lincoln
Flanigan, Estelle E.	Kankakee	Reddick
Fleetwood, Trella W.	Peoria	Chillicothe
Fleming, Elsie	Kankakee	Herscher
Flutro, Mildred Elsie	Iroquois	Milford
Foley, Julia Hazel	Vermilion	Rankin
Ford, Elsie M.	Winnebago	Rockford
Fort, Linnie	Macon	Maroa
Foster, Claire Elaine	Ford	Paxton
Foster, Myra	Randolph	Sparta

NAME	COUNTY	POSTOFFICE
Foster, Ruth E.	McLean	Towanda
Foster, Virlinda C.	Washington	Ashley
Fox, Nellie May	Peoria	Peoria
Francis, Ada May	Iroquois	Iroquois
Francoeur, Parmelle E.	Iroquois	Watseka
Frankenburger, Maude	Henry	Alpha
Franklin, Lucy W.	Vermilion	Rankin
Freeman, Frances M.	McLean	Bloomington
Freeman, Ruth M.	McLean	Bloomington
Fretty, Maria	Ford	Paxton
Freyhage, Mary A.	Jo Daveiss	Apple River
Froebe, Lulu	Logan	San Jose
Frost, Gladys Brenda	Marion	Centralia
Fruit, Elizabeth Effie	(Michigan)	Plainwell
Fruit, Mabel Laura	(Michigan)	Plainwell
Fry, Mrs. Naoma	McLean	Bloomington
Fuller, Zura	Livingston	Pontiac
Fullerton, Lotus Elaine	DeWitt	Weldon
Furrow, Hazel	Woodford	Washburn
Gallagher, Daisy M.	Logan	New Holland
Gallagher, Meda	Morgan	Woodson
Gallaher, Mabel L.	Woodford	Minonk
Gallivan, Margaret A.	Champaign	Ivesdale
Gannon, Ruth Eleanor	Marshall	Toluca
Gardiner, Adda Florence	Piatt	Mansfield
Gardner, Harriet	McLean	Bloomington
Gardner, May Catherine	Madison	Granite City
Garvin, Mary	Pike	Pittsfield
Gearhart, Anna F.	Adams	Quincy
Gent, Alice Edith	Macoupin	Brighton
Gentry, Myrtle Grace	Piatt	Hammond
Gerber, Ruth	Iroquois	Papineau
Gibson, Helen Farabee	McLean	Bloomington
Giddings, Mate Lewis	Vermilion	Danville
Giesen, Alvena C.	Hancock	Hamilton
Gildersleeve, Alice Marie	McLean	Hudson
Gillham, Maud A.	Scott	Winchester
Gillins, Ida E.	Iroquois	Milford
Gillogly, Edith R.	Douglas	Newman
Gleason, Cecelia Mary	Logan	Elkhart
Glore, Ethel Blanche	Fulton	Ipava
Goller, Susie	Livingston	Cullom
Goodwin, Ada	LaSalle	Tonica
Goodwin, Jessie May	Peoria	Chillicothe
Gordon, Agnes	St. Clair	O'Fallon
Gordon, Helen Lucile	Morgan	Literbury
Gorman, Ethel	Logan	Beason
Gougler, Mildred Helen	Fulton	Ipava
Gould, Catherine	McLean	Bloomington

NAME	COUNTY	POSTOFFICE
Graden, Fern Edna	Montgomery	Nokomis
Grau, Lena Pauline	(Indiana)	Fowler
Gray, Alice	Grundy	Braceville
Green, S. Jennie	Vermilion	Bismarck
Gray, Mary Lelah	Macon	Blue Mound
Green, Vivian Leigh	Scott	Winchester
Greenway, Bessie Jane	Livingston	Emington
Gregg, Grace Baker	Gallatin	Omaha
Griggs, Dorothy Deane	McLean	Normal
Griggs, Edith Katherine	McLean	Normal
Griggs, Glen	Peoria	Glasford
Grimmett, Tina Mae	Macoupin	Virden
Grounds, Zelma P.	Lawrence	St. Francisville
Gruber, Frances Ruth	Richland	Olney
Gunnett, Dollie A.	Logan	Atlanta
Gupton, Laura	Logan	Middletown
Gustafson, Signa	Menard	Greenview
Hafstrom, Dolphine L.	Iroquois	Donovan
Hahn, Christine	Livingston	Dwight
Hahn, Jessie	Logan	Mt. Pulaski
Haines, Maud Elizabeth	DeWitt	Farmer City
Hale, Daisy	Scott	Bluffs
Hale, Lilian	DuPage	Wheaton
Hall, Bess	Montgomery	Litchfield
Hall, Letha	Piatt	Atwood
Hall, M‘ary Ruth	Piatt	Bement
Hall, Maude	McLean	Bloomington
Hall, Myrtle	Iroquois	Donovan
Halsey, Nellie **Jane**	McLean	Heyworth
Hamill, Mary E.	Livingston	Cardiff
Hamill, Lottie Ruth	St. Clair	Marissa
Hamill, Wahneita	McLean	Bloomington
Hannon, Grace Josephine	Henry	Geneseo
Hannum, Gail	Marshall	Wenona
Hansen, **Anna Marie**	Kankakee	Momence
Hanson, Clara Alfaretta	Livingston	Pontiac
Harbert, Grace G.	Vermilion	Hoopeston
Harbison, Beulah	Cass	Chandlerville
Hardin, Lucile	Logan	Lincoln
Hargitt, Daisy Dot	McLean	Normal
Harkins, Edith	LaSalle	Tonica
Harned, Cora Mabel	Woodford	Secor
Harper, Anna Belle	Douglas	Newman
Harper, Lois May	Peoria	Glasford
Harrington, Julia Genevieve	Bureau	Tiskilwa
Harris, Carrye Frances	Saline	Carrier Mills
Harris, Emma	Madison	Collinsville
Harris, Gertrude	Vermilion	Grape Creek
Hart, Ella Cecile	Livingston	Chatsworth

NAME	COUNTY	POSTOFFICE
Hart, Elizabeth S.	McLean	Shirley
Hart, Lennia	Piatt	Monticello
Hart, Virginia	McLean	Bloomington
Harvey, Alice Barbara	Pike	Barry
Hasemeyer, Lotus	Kankakee	Essex
Haskins, Florence L.	Pike	Hull
Hawk, Lilian Mabel	Woodford	Washburn
Hawthorne, Katherine Bell	Putnam	Granville
Hayden, Ursula Mary	Woodford	ElPaso
Hayes, Anna B.	Logan	Lincoln
Hayes, Ella	McLean	Gridley
Hayes, Loretta	McLean	Bloomington
Hays, Mrs. Effie May	Champaign	Homer
Hazen, Rose	Champaign	Bondville
Hazen, Sarah A.	Champaign	Mahomet
Hedger, Nina May	St. Clair	East St. Louis
Heidrich, Clara Mary	Will	Joliet
Heller, Gertrude	McLean	Normal
Heller, Lottie	McLean	Normal
Helmreich, Agnes J. S.	Iroquois	Crescent City
Hendrickson, Mrs. Addie	McLean	Normal
Henkel, Leila Katherine	Greene	Carrollton
Henneberry, Theresa M.	Logan	Elkhart
Henning, Queenie Margaret	LaSalle	Lostant
Henry, Gertrude May	McLean	Bloomington
Henry, Marian F.	Kankakee	Kankakee
Henry, Nellie Lucille	Logan	Lincoln
Henson, Sylvia L.	Williamson	Johnston City
Hershey, Helen Marian	Christian	Stonington
Hervey, Ruby Glenn	Peoria	Dunlap
Hess, Orion E.	Logan	Lincoln
Hester, Fanny Faye	McLean	Normal
Hester, June	McLean	Normal
Hester, Lucy Edna	McLean	Normal
Hewitt, Maud	Marion	Centralia
Hey, Mary Isabelle	Bureau	Ohio
Heylin, Frances Gertrude	Livingston	Saunemin
Hibarger, Bessie Irene	Ford	Sibley
Hickey, Agnes E. Rourke	Logan	Burtonview
Hickey, Josephine Genevieve	Logan	Burtonview
Hieronymus, Vern	Logan	Atlanta
Higgins, Leonora	Livingston	Pontiac
Higgins, Saidie A.	Grundy	Braceville
Hight, Mrs. Belle	Bureau	Ladd
Hoag, Pearl Angeline	LaSalle	Seneca
Hobson, Lucie Mae	Macoupin	Hettick
Hockenbury, Mayme E.	Woodford	Metamora
Hodnett, Nell	Logan	Lincoln
Hofaker, Olga Vera	Peoria	Peoria

NAME	COUNTY	POSTOFFICE
Hofstetter, Mignion	Woodford	Eureka
Hoge, Marie	Marshall	Wenona
Holcomb, Pearl	Logan	Elkhart
Holdener, Celia F.	Clinton	Carlyle
Holliger, Cornelia	Madison	Highland
Holliger, Florence	Madison	Highland
Hollowell, Anna Gertrude	DeWitt	Farmer City
Holm, Hulda	Putnam	Granville
Honselman, Gladys Z.	Piatt	Monticello
Hopt, Alta	McLean	Holder
Hopt, Rosella	McLean	Holder
Horner, Jessie	Pike	New Salem
Horney, Emma Fay	Logan	Lincoln
Hubbard, Mantie	Mason	Mason City
Huffaker, Fannye Ethel	Macoupin	Virden
Huffington, Maude	McLean	Normal
Hughes, Bettie Holiday	Macon	Macon
Hughes, Emma Edna	Hancock	Ferris
Hulbert, Evalena	Mason	Havana
Humphrey, Jessie	McLean	Normal
Hundley, Grace E.	Clay	Flora
Hunter, E. Edna	Peoria	Chillicothe
Hunter, Mary	Grundy	Mazon
Hussmann, Marie G.	Menard	Petersburg
Huston, Julia Ethel	McLean	Cropsey
Hutchison, Etta	Jefferson	Dix
Huxtable, Clara Phoebe	McLean	Normal
Huxtable, Mamie	McLean	Normal
Icenogle, Nettie	Brown	Versailles
Illingworth, Corinne	Peoria	Peoria
Ingalls, Bernice	Pike	Perry
Irwin, Ima Vatura	Macon	Maroa
Irwin, Lydia Mae	Logan	Lincoln
Irwin, Rebecca Esther	Logan	Lincoln
Irwin, Ruth Amelia	Macon	Maroa
Jackson, Eva May	Macoupin	Gillespie
Jackson, Hazel Gertrude	Shelby	Findlay
Jacoby, Ardella	Macoupin	Bunker Hill
Jakeway, Mabel	Champaign	Sidney
James, Florence	Woodford	Eureka
James, Lilian	Jasper	Newton
Janssen, Leora Adeline	Woodford	Minonk
Jayne, Ethel Gertrude	Christian	Pana
Jeanquenat, Teresa	Lee	West Brooklyn
Jenike, Marguerite L.	Tazewell	Delavan
Jenkins, Ida Edith	Woodford	ElPaso
Jenny, Lucie Agnes	Clinton	Highland
Jensen, Mrs. Ada A.	Bureau	Ohio
Jesse, Flora	Marshall	Varna

NAME	COUNTY	POSTOFFICE
John, Mellie	Champaign	Tolono
Johnson, Florence	McLean	Normal
Johnson, Marian M.	McLean	Normal
Johnson, Mildred O.	Ford	Paxton
Johnson, Vida Belle	Macoupin	Medora
Johnston, Freida	Ford	Sibley
Johnston, Grace	Clinton	Carlyle
Johnston, Mabel J.	Sangamon	Illiopolis
Jones, Anna E.	Will	Wilmington
Jones, Calsie	Adams	Quincy
Jones, Fannie Jane	St. Clair	East St. Louis
Jones, Floy	DeWitt	Clinton
Jones, Irene Cecil	McLean	Bloomington
Jones, Ora Ethel	Christian	Owaneco
Joseph, Clara Ella	St. Clair	Freeburg
Jouett, ,Adelia Love	Greene	Carrollton
Judd, Gertrude	Marshall	Wenona
Judy, Bernice Eliza	Tazewell	Delavan
Justice, Silence Josephine	Marshall	Varna
Kalkbrenner, Tillie	Marion	Centralia
Kamm, Pauline	Madison	Highland
Kanive, Florence Mae	Marshall	Lacon
Karr, Mary	McLean	Bloomington
Kastl, Emma Kathryn	Piatt	Monticello
Kearfott, Leila	Livingston	Flanagan
Keck, Marguerite	McLean	Bloomington
Keeler, Anna E.	Kankakee	Momence
Kelly, Lillie Verena	Ford	Paxton
Kelly, Margaret Eulalie	Marshall	Toluca
Kelly, Ola Blanche	Logan	Atlanta
Kemp, Anna Belle	DeWitt	Kenney
Kennedy, Mae Carrie	McLean	Normal
Kennett, Zola	Jasper	Newton
Kershner, Edna Mae	McLean	Bloomington
Kershner, Lide	McLean	Normal
Keys, Anna Ward	McLean	Normal
King, Mabel Clair	Macon	Oakley
Kinser, Lillian L.	Logan	Atlanta
Kinsey, Marguerite	Tazewell	Delavan
Kirby, .May	Logan	Chestnut
Kirk, Verna May	Macon	Decatur
Kistinger, Dora	LaSalle	Ransom
Klatt, Minnie E.	Peoria	Peoria
Klopp, Mabel Wilhelmina	Woodford	ElPaso
Knapp, Amelia A.	Woodford	Minonk
Knapp, Matilda	Woodford	Minonk
Knight, Mrs. Mabelle	Macon	Decatur
Knittel, Octavia	Adams	Adams
Knox, Alice Colby	Henry	Kewanee

NAME	COUNTY	POSTOFFICE
Koepke, Emily A	Bureau	LaMoille
Koerner, Clementine S	Ford	Kempton
Kohrman, Lena	Mason	Topeka
Kolb, Anna E	Peoria	Princeville
Koon, Ina D	Ford	Roberts
Koonce, Hattie	Bond	Greenville
Korb, Helen L	Logan	Lincoln
Korb, Marie J	Logan	Lincoln
Kraft, Helen Martha	McLean	Towanda
Kratz, Laura	Livingston	Chatsworth
Kregor, Elsie Fay	LaSalle	Lostant
Krepps, Lella	DeWitt	Farmer City
Krigbaum, Helen C	Macon	Decatur
Kromminga, Grace	Logan	Hartsburg
Kromminga, Henrietta	Logan	Hartsburg
Krum, Laura Mae	Kane	Geneva
Kruse, Alma	Stephenson	Freeport
Kruse, Alta	Stephenson	Freeport
Kunza, Helen	Champaign	Champaign
Lalumier, Adele M	St. Clair	Centerville
Lamberton, Mary	Ford	Clarence
Lanier, Elsie	Piatt	Monticello
Lanier, Lilly	Piatt	Monticello
Lansche, Dessie M	Macoupin	Brighton
Larsen, Martha M	Knox	Williamsfield
Larson, Dorothy	Mason	Havana
Latch, Goldie F	Macon	Argenta
Laughery, Minnie Rebecca	DeWitt	Midland City
Leapley, Ida Elizabeth	Logan	Mt. Pulaski
Lease, Alice Clare	Adams	Plainville
LeGrand, Martha L	St. Clair	Freeburg
Lemen, Dorothy N	Montgomery	Litchfield
Lemon, Gertrude Ellen	Morgan	Murrayville
Leonard, Jessie Lee	Macon	Niantic
Lesch, M. Maude	Vermilion	Danville
Lessig, Nellie	Pike	New Salem
Lessley, Josephine	St. Clair	Mascoutah
Lester, Daisy Mae	Champaign	Mahomet
Lewis, Emma Lou	Vermilion	Danville
Lewis, Geno Blanche	Morgan	Chapin
Lewis, Ruth Jean	Hancock	Carthage
Lewis, Verna Louise	Morgan	Chapin
Liddle, Gladys Sara	McLean	Cropsey
Lightle, Bessie Ellen	Pike	Griggsville
Lindsey, Nellie	Logan	Atlanta
Liston, Mary Mabel	McLean	Bloomington
Little, Alice Edith	McLean	Normal
Livingstone, Cora	McLean	Bloomington
Lobberechet, Ariel Von	Logan	Mt. Pulaski

NAME	COUNTY	POSTOFFICE
Loges, Bernadine	Macoupin	Carlinville
Logsdon, L. Amy	Brown	Mt. Sterling
Logue, Amy Etha	Cass	Virginia
Lower, Salisbury Augusta	Livingston	Dwight
Lowry, Nancy Adeline	Madison	Upper Alton
Lundgren, E. Elvera	LaSalle	Lostant
Luskey, Blanche May	Iroquois	Buckley
Luttrell, Della Lois	Morgan	Waverly
Lutyen, Helene	Livingston	Flanagan
Lutz, Edna M	McLean	Bloomington
Lyons, Margaret J	Woodford	Panola
Lyons, Mary Anna	Woodford	Panola
Lyons, Nelle M	(Indiana)	Ambia
Lyons, Pearl	Iroquois	Milford
Lyons, Sarah A	McLean	Bloomington
Lytle, Manta	Greene	White Hall
McAllister, Louise H	Marshall	Henry
McAndrews, Anna Mabel	Lawrence	Vincennes
McCarthy, Edna Catherine	McLean	Bloomington
McCleary Helena	Menard	Greenview
McCluggage, Alice L	Mason	Mason City
McCluggage, Bessie E	Mason	Mason City
McCommons, Frances	Clay	Flora
McConnell, Helen	Brown	Mt. Sterling
McCord, Jennie	McLean	Normal
McCown, Maud L	Champaign	St. Joseph
McCoy, Hattie Mae	McLean	Normal
McCubbin, Tilda Macy	Menard	Petersburg
McCullough, Birdie	Mason	San Jose
McCune, Nora	Madison	Edwardsville
McCuskey, Jane	Marshall	Verna
McCutcheon, Katherine F	Sangamon	Springfield
McDaniel Hazel	Macon	Decatur
McDaniel, Lillie	Champaign	Champaign
McDaniel, Myrtle V	Christian	Assumption
McDonald, Katheryne	Pope	Golconda
McDonell, Mary E	Tazewell	Washington
McFadden, Clara	McLean	LeRoy
McGary, Maggie	Pike	Pittsfield
McGivern, Agnes Catherine	Knox	Galesburg
McGough, L. Catherine	Logan	Lincoln
McGrath, Nellie	LaSalle	Ottawa
McGreaham, Helen	(Wisconsin)	Shawano
McHatton, Margaret	Randolph	Sparta
McIntosh, Marie E	Champaign	Seymour
McKay, Rosa	Iroquois	Clifton
McKay, Veronica	Iroquois	Clifton
McKee, Jean	(Kentucky)	Hopkinsville
McKemy, Margaret J	Fulton	Middle Grove

NAME	COUNTY	POSTOFFICE
McKeown, Agnes Norine	DeWitt	Wapella
McKinley, Edna P.	Lake	Zion City
McKnight, Mrs. Elfriede	Macoupin	Carlinville
McLaughlin, Mabel V.	Piatt	Milmine
McLemore, Harriet M.	Mason	Mason City
McLeod, Eva Markland	Macon	Maroa
McMahon, Julia	Iroquois	Clifton
McPherson, Mrs. J. P.	Champaign	Homer
McSorley, Nellie	Iroquois	Martinton
McVeigh, Rilla May	Clay	Flora
Macfarlane, Annabelle	Marshall	Toluca
Mackey, M. Estelle	McLean	Normal
Macy, Flo. Lucile	McLean	Normal
Madden, J. Elizabeth	Macon	Decatur
Madigan, Nellie Cecelia	Champaign	Longview
Maguire, Irene	Livingston	Campus
Mallary, Jessie L.	Marshall	Henry
Mangrum, Jessie	Knox	Galesburg
Mann, Minnie Ives	Sangamon	Springfield
Manning, Ina	Lawrence	St. Francisville
Marko, Lucy Mae	Macoupin	Carlinville
Marland, Mabel G.	Marshall	Sparland
Marshall, Mabel	DeWitt	Waynesville
Martin, Amy Mildred	Brown	Versailles
Martin, Catherine A.	Vermilion	Hoopston
Mason, Ada Rebecca	McLean	McLean
Mast, Alma Mary	Will	Mokena
Mathis, Iva Edith	McLean	Lexington
Maudlin, Grace E.	Pike	Griggsville
May, Minnie Willis	(Kentucky)	Louisville
Mayo, Nellie Alice	Pike	Perry
Mazur, Catherine G.	Kankakee	Momence
Mealiff, Lena Elizabeth	Adams	Mendon
Mehl, Georgia	Ford	Clarence
Mehlhop, Margaret	Mason	Havana
Melz, Lucy	Peoria	Trivoli
Mendonsa, Mellie	Morgan	Jacksonville
Menzenkamp, Laura	Stephenson	Freeport
Mercer, Bertha Mae	Macoupin	Bunker Hill
Merritt, Lizzie L.	Pike	Pittsfield
Meyer, Christina J.	Macoupin	Hornsby
Meyer, Katrine	Adams	Quincy
Meyers, Emma Florence	Peoria	Hanna City
Millen, Eva	Warren	Monmouth
Miller, Adele Clare	St. Clair	Belleville
Miller, Bessie Carolyn	Livingston	Odell
Miller, Grace Dorothy	St. Clair	Belleville
Miller, Grace Marie	DeWitt	Clinton
Miller, Jenet B.	McLean	Bloomington

NAME	COUNTY	POSTOFFICE
Miller, Maud Anna	DeWitt	DeWitt
Miller, Maud Lucile	Woodford	Washburn
Mitchell, Jessie G.	Piatt	White Heath
Mitchell, May C.	Lake	Zion City
Mode, Eva Blanche	Menard	Greenview
Moeser, Geneva	St, Clair	East St. Louis
Montgomery, Bernice	McLean	Bloomington
Montgomery, E. Ethel	McLean	Normal
Montz, Elsie Arminta	Ford	Thawville
Moore, Ada Lee	Pike	Griggsville
Moore, Blanche May	St. Clair	Lebanon
Moore, Mrs. Blanche S.	Hancock	Dallas City
Moore, Flossie M.	Woodford	Eureka
Moore, Inez	Lawrence	Sumner
Moore, Nina Pearl	Piatt	Bement
Moreland, B. Fern	McLean	Saybrook
Morris, Ercel P.	Vermilion	Danville
Morris, Leola	Putnam	Hennepin
Morrison, Minnie J.	Putnam	Granville
Morton, Harriet Elizabeth	(Indiana)	Hammond
Moseley, Mrs. Ella Kimbrell	Massac	Metropolis
Moses, Cleda Virginia	McLean	Normal
Moyer, Christine F.	Wabash	Mt. Carmel
Mueller, Emma M. L.	Ford	Kempton
Muench, Luella	Richland	Olney
Mulcahey, Hannah	Sangamon	Springfield
Munson, Minnie J.	Menard	Petersburg
Murphy, Anna May	McLean	Bloomington
Murphy, Mabel	McLean	Stanford
Murphy, Mary Elizabeth	Sangamon	Glenarm
Murphy, Mary Kathryn	Will	Braidwood
Murray, Laura Hazel	Vermilion	Hoopeston
Murray, Margaret	Iroquois	Cissna Park
Murray, Rose	Champaign	Rantoul
Musselman, Marie	McLean	Danvers
Myers, Neva	Macoupin	Virden
Needham, Delia	Will	Braidwood
Neely, Maud	Clay	Flora
Neely, Ruth E.	Perry	DuQuoin
Neill, Alma Jessie	Peoria	Chillicothe
Nellinger, Ella M.	Woodford	Minonk
Nellinger, Eunice M.	Woodford	Minonk
Nelms, Mrs. Arminda	Christian	Mt. Auburn
Nelson, Agnes Louise	Champaign	Champaign
Nelson, Hazel	Ford	Paxton
Nesbit, Clio	Grundy	Coal City
Neuhaus, Erna Helen	St. Clair	Belleville
Newby, Anna Laura	Brown	Mt. Sterling
Nicholas, Grace B.	Richland	Calhoun

NAME	COUNTY	POSTOFFICE
Nicholas, Erma	Grundy	Mazon
Nickell, Maude Agnes	McLean	Glenavon
Nickell, Mazie	McLean	Glenavon
Nisonger, Frances	Marshall	Sparland
Nolan, Julia M.	(Iowa)	Burlington
Normile, Lucy Elizabeth	McLean	Bloomington
Norris, Edna Emelia	Marion	Vernon
Norsworthy, Anna E	Wabash	Mt. Carmel
O'Beirne, Margaret	Marshall	Toluca
Oberbeck, Ida Lucy	St. Clair	New Athens
O'Connor, M. Lucille	Livingston	Strawn
Ogden, Ethel Genevieve	Edgar	Paris
Ogle, Velma Katherine	McLean	Normal
Olsen, Bess	McLean	Normal
O'Neil, Bernadine	McLean	Bloomington
Onslaw, Myrtle	Cook	Chicago
Opperman, Matilda	McLean	Normal
Orr, Blanche	Pike	Griggsville
Owen, Nellie Violet	McLean	Normal
Owens, Margaret L.	Grundy	Coal City
Pace, Lina	McLean	Bloomington
Pacey, L. Elizabeth	McLean	Bloomington
Papenhaus, Elsie	Tazewell	Morton
Parkhurst, Georgia	Cass	Virginia
Parkin, Mary Ellen	Mason	Manito
Parmenter, Mary A	Knox	Knoxville
Partridge, Lorena	Henry	Kewanee
Passwaters, Lillyus M.	McLean	Heyworth
Patterson, Litta V.	Macon	Decatur
Pearson, Edith	Macoupin	Gillespie
Pearson, Ella	Ford	Gibson City
Pearson, Florence	Mason	Havana
Pfeifer, Agnes Katherine	Logan	Beason
Pfeifer, Gertrude	Logan	Lincoln
Peifer, Mary Norma	Logan	Beason
Pelkey, Lorraine	Will	Joliet
Pelsma, Mrs. Maude	McLean	Normal
Pendergrast, Bertha	Iroquois	Cissna Park
Perkins, Frances Dette	Iroquois	Gilman
Perrin, Eva A.	McLean	Normal
Peters, Florence Jane	Logan	New Holland
Peters, Ida G.	Logan	Lake Fork
Peters, Maud Blanch	Calhoun	Mozier
Peters, Minnie Leona	Calhoun	Mozier
Peterson, Charlotte	Vermilion	Hoopeston
Peterson, Elsie Marie	McLean	Normal
Pew, Mabel	Montgomery	Litchfield
Pickens, Birdella	Iroquois	Watseka
Pickering, Flo Belle	McLean	Normal

NAME	COUNTY	POSTOFFICE
Plato, Anna	Madison	Granite City
Platt, Bessie Myrtle	McLean	Bloomington
Popejoy, Estella M.	Vermilion	Danville
Popejoy, Mabel Marion	Kankakee	Momence
Powers, Mary	McLean	LeRoy
Powers, Nelle Gertrude	DeWitt	Waynesville
Profitt, F, Hazel	McLean	Saybrook
Prout, Annette Edith	Lawrence	St. Francisville
Pullen, Lillie	Peoria	Dunlap
Pumphrey, Blanche	McLean	Towanda
Punke, Minnie	Ford	Elliott
Putman, E. Zoe	Brown	Mt. Sterling
Putnam, Lucy Elnora	Brown	Hersman
Pyle, Carrie	St. Clair	Lebanon
Pyle, Laura Lee	Mason	Havana
Queen, Lulu Elizabeth	Sangamon	Loami
Quinn, Gertrude Agnes	Iroquois	Sheldon
Quinn, Katherine Beatress	Woodford	Minonk
Ramp, Jennie	Marshall	Lacon
Ramsey, Ida Julia	Sangamon	Auburn
Randolph Grace M.	Tazewell	Green Valley
Rath, Henrietta	Madison	Granite City
Raub, Dorothea Mae	Livingston	Long Creek
Rauschkolb, Laverna	St. Clair	Belleville
Raycraft, Rita	McLean	Bloomington
Reagan, Bessie	Marion	Centralia
Reay, Mary	Grundy	Braceville
Reed, Leetha Mae	Pike	Barry
Reen, Ruby Ellen	Macon	Decatur
Reese, Lennie	Morgan	Jacksonville
Reeves, Helena M.	Pike	Griggsville
Reinhard, Amanda	Iroquois	Pittwood
Reinhard, Auguste L. M.	Peoria	Peoria
Reinhard, Augusta L. M.	Livingston	Cullom
Reinhard, Gertrude Mary	Peoria	Peoria
Reinhard, Martha H.	Livingston	Cullom
Reininger, Hildegarde	Iroquois	Onarga
Rentchler, Edna Kerr	St. Clair	Belleville
Rentchler, Frieda C.	St. Clair	Belleville
Reynolds, Bernese M.	Champaign	Sidney
Reynolds, Beulah I.	Peoria	Peoria
Richards, Cuba E.	DeWitt	Farmer City
Rickey, Emma	Marshall	Lacon
Ridinger, Pearl L.	Livingston	Saunemin
Riebschlager, Edith A.	Woodford	Washburn
Riggin, Iva Pearl	Knox	Williamsfield
Ringel, Jena M.	Peoria	Chillicothe
Riseling, Mae B.	McLean	Bloomington
Ritscher, Nita F.	Christian	Taylorville

NAME	COUNTY	POSTOFFICE
Rittenhouse, Mabel A.	DeWitt	Farmer City
Roach, Kathleen	Macon	Decatur
Roach, Mary Margaret	McLean	Danvers
Robb, Helen Marie	DeWitt	Clinton
Roberts, Albeana	Marshall	Toluca
Roberts, Gertrude L.	DeWitt	Clinton
Roberts, Mabel	Macon	Decatur
Roberts, V. Helen	DeWitt	Clinton
Robetrson, Agnes F.	Woodford	Cazenovia
Robertson, Jane	Peoria	Chillicothe
Robertson, Valle	Mason	Havana
Robinson, Clara Belle	Logan	Beason
Robinson, Edythe Mae	Logan	Beason
Robinson, Elsie G.	Livingston	Emington
Robison, Edna Lena	Pike	Pittsfield
Rochester, Madge	Grundy	Coal City
Rock, Edna G.	DeWitt	Farmer City
Rodman, Katherine	Perry	DuQuoin
Rodman, Ruth M.	Perry	DuQuoin
Rogers, Vesta Eleanor	Peoria	Dunlap
Rogge, Lena M.	Menard	Tallula
Root, Cecil Belle	Marion	Centralia
Ross, Alma Mary	Cass	Virginia
Ross, Thery Ruth	McLean	Heyworth
Rothlisberger, Julia B.	Grundy	Coal City
Rowell, Lois	Cook	Berwyn
Ruben, Marie	Logan	Emden
Ruby, Blanche	Lawrence	Sumner
Ruddy, Ethel	Vermilion	Rankin
Rudolph, Jessie Mae	Mason	Havana
Runge, Marie Bell	Edgar	Chrisman
Russell, Frances	Cook	Chicago
Ruva Theresa	Will	Braidwood
Ryan, Margaret Edna	LaSalle	Tonica
Sackett, Faye	Ford	Paxton
Salmon, Katharine	McLean	Bloomington
Samons, Josie F.	Piatt	Monticello
Samuell, Lucy Elizabeth	Mason	Easton
Sawyer, Ruby	McLean	LeRoy
Schaeffer, Willah Marie	McLean	Bloomington
Schappaugh, Frances	Mason	Manito
Schemel, Arpha Marie	Pike	Pittsfield
Schnitz, Grace Pauline	Wabash	Mt. Carmel
Schoeneweis, Katherine	Menard	Greenview
Schott, Maude Frances	Kankakee	Union Hill
Schott, Violet L.	Kankakee	Union Hill
Schroeder, Alma A.	Woodford	ElPaso
Schucker, Luella Vesta	Wabash	Mt. Carmel
Schudel, Evelyn	Macon	Decatur

NAME	COUNTY	POSTOFFICE
Schultz, Rose	Macoupin	Carlinville
Schwab, S. Wilma	McLean	Bloomington
Scoggins, Julia Blanche	Greene	Carrollton
Scott, Blanche Elva	St. Clair	O'Fallon
Scott, Elizabeth Jean	Stark	Toulon
Scott, Grace I.	Stark	Toulon
Scott, Ruth	DeWitt	Wapella
Scranton, Lena Elois	Pike	Pleasant Hill
Scullan, Kathryn	Marshall	Toluca
Sears, Florence	Vermilion	Hoopeston
Sebastian, Ruth	McLean	Danvers
Seelig, Jessie	Macon	Niantic
Seely, Sadie Adella	Peoria	Chillicothe
Seibert, Flora	Wabash	Mt. Carmel
Sennett, Katherine Harriet	LaSalle	Leeds
Shane, Maude Luella	Peoria	Brimfield
Shanklin, Ada	McLean	Normal
Shanklin, Olive	McLean	Normal
Shannon, Helen L.	McLean	Bloomington
Shannon, Margaret	McLean	Bloomington
Sharples, Dakota	McLean	Bloomington
Shaver, Elizabeth	Sangamon	Lowder
Sheehan, Catherine	LaSalle	Ottawa
Sheeks, Mary Ethel	Cumberland	Greenup
Shenk, Addie J.	Will	Wilmington
Sheppard, Alma	Greene	Roodhouse
Showalter, Lillian	Grundy	Gardner
Shreve, Emma Viola	Tazewell	Deer Creek
Shutt, M. Ethel	Sangamon	Auburn
Sill, Maybelle	McLean	Normal
Simkins, Josephine	McLean	LeRoy
Simkins, Mae Madelin	Bureau	Arlington
Sine, M. Geraldine	Piatt	Bement
Size, Bessie Imelda	McLean	Bloomington
Slattery, Agnes C.	Marshall	Toluca
Slemmons, Hazel	McLean	Bloomington
Slocum, Nellie May	Fulton	Canton
Slough, Jessie Ethel	Knox	Abingdon
Slown, Effie C.	McLean	Towanda
Smalley, Mrs. Anna	Christian	Morrisonville
Smith, Anna Amelia	Adams	Quincy
Smith, Annie B.	Tazewell	Washington
Smith, Bernice Belle	Grundy	Verona
Smith, Dollie V.	Fulton	Ipava
Smith, Inez	Lawrence	Lawrenceville
Smith, Mrs. James H.	McLean	Colfax
Smith, Mabel Alta	Pike	Griggsville
Smith, Margaret A.	(Missouri)	St. Louis
Smith, Sarah	Adams	Quincy

NAME	COUNTY	POSTOFFICE
Snedeker, Romney Pearl	Tazewell	Delavan
Snyder, Eva	Iroquois	Sheldon
Snyder, Ruth	Logan	Mt. Pulaski
Soland, Verena C	Christian	Pana
Sparks, Emma Elizabth	Christian	Rosamond
Sparrow, Annie Elizabeth	Tazewell	Delavan
Spawr, Minnie L	Woodford	ElPaso
Spiers, Anna M	Putnam	Granville
Spilman, Roberta	McLean	Normal
Spires, Lucy Helen	Woodford	Minonk
Spoonts, Esther Cleo	MeLean	LeRoy
Stahl, Josephine A	Jersey	Grafton
Starks, Grace Evelyn	Bureau	Princeton
Steele, Bertha May	Mason	Havana
Steidinger, Ella	McLean	Bloomington
Steiner, Harriet May	Tazewell	Morton
Stevenson, Bernardine	McLean	Bloomington
Steward, L. Effa	Shelby	Shelbyville
Stewart, Agnes L	Williamson	Carterville
Stewart, Theresa	Henderson	Biggsville
Stillwell, Marie A	Shelby	Shelbyville
Stimson, Fay	Fayette	Vandalia
Stine, Nora	Greene	Roodhouse
Stivers, Leola	Shelby	Oconee
Stockdale, Leta H	Ford	Sibley
Stocker, Clara	Madison	Highland
Stockton, Laura	Iroquois	Martinton
Stockton, Marguerite	Iroquois	Martinton
Stodgel, Elsie B	Knox	Williamsfield
Stokes, Norma	Fayette	Bingham
Stoltz, Edna Pearl	Lawrence	St. Francisville
Stonemetz, Hallie M	Wabash	Mt. Carmel
Stout, Ina	Lawrence	St. Francisville
Stout, Verdie	Cass	Ashland
Strode, Norma	Greene	Carrollton
Strope, Fern	Piatt	Cisco
Strothoff, Mary	Adams	Quincy
Stryker, Mary Elizabeth	Tazewell	Green Valley
Strueland, Matilda	Ford	Elliott
Suemnicht, Lissette	St. Clair	Freeburg
Sutherland, Rosamond	Lawrence	Sumner
Sutton, Effie H	McLean	Bloomington
Sweeney, Anna B	McLean	Bloomington
Swing, Lillian M	McLean	Bloomington
Swing, Martha Louise	McLean	Bloomington
Sylvester, Lottie	Putnam	McNabb
Symonds, Alice	McLean	Bloomington
Symonds, Clara E	McLean	Bloomington
Talbot, Nellie	Ford	Roberts

NAME	COUNTY	POSTOFFICE
Tappe, Mary Alberta	Stephenson	Freeport
Tate, Emma M	Perry	DuQuoin
Tate, Hallie Myrtle	St. Clair	Belleville
Taylor, Florence	Marshall	Lacon
Taylor, May	Henry	Geneseo
Teegarten, Elizabeth	McLean	LeRoy
Teske, Louise Wilha	McLean	Bloomington
Teter, Rova Jane	Menard	Greenview
Thatcher, Vern	Livingston	Fairbury
Theis, Ethel Anna	Tazewell	Minier
Thomas, Alfa E	Marshall	Lacon
Thompson, Winifred E	McLean	Bellflower
Tiley, Pearl M	St. Clair	Belleville
Timmermann, Anna	Christian	Taylorville
Timmermann, Lena	Christian	Taylorville
Tipps, Stella A	Macoupin	Palmyra
Tobias, Hazel Della	Christian	Assumption
Tojo, Christine Katherine	St. Clair	East St. Louis
Tomlinson, Elinor V	(Missouri)	Hannibal
Tompkins, Carrie E	McLean	Downs
Tope, Bama	Piatt	Hammond
Tope, Belva	Piatt	Hammond
Trotter, Esther Pryde	Grundy	Coal City
Trullinger, Nora Edith	Effingham	Altamont
Tucker, Catherine M	Piatt	Bement
Tucker, Daisy	DeWitt	Farmer City
Twomey, Marie J	McLean	Bloomington
Uhrich, Grace	McLean	Heyworth
Ullrich, Mamie C	Iroquois	Chebanse
Underwood, Maude	Marion	Patoka
Unz, Estelle Elvira	Kankakee	Reddick
Valentine, Daisy E	Piatt	Monticello
Valentine, Irene M	Piatt	Monticello
Vanneman, Bessie E	Pike	Barry
Van Petten, Wilha Y	McLean	Bloomington
Vauvle, Sarah H	Tazewell	Washington
Verbeek, Martha Mabel	St. Clair	O'Fallon
Verkler, Emma Luella	Iroquois	Buckley
Viall, H Gertrude	Kankakee	Manteno
Vick, Kate H	Williamson	Carterville
Vincent, Pearl Vee	Pike	Hull
Vogel, Elizabeth Marie	Woodford	Benson
Vogelgesang, Charlotte M	Tazewell	Washington
Vollenweider, Hetty L	Putnam	McNabb
Wabel, Sadie Rhea	Bureau	Princeton
Wade, Olive Laura	Livingston	Chenoa
Wageoner, Mabel	Morgan	Jacksonville
Wagner, Helen Field	McLean	Downs
Waggoner, Lulu	Madison	Granite City

NAME	COUNTY	POSTOFFICE
Wagy, Hazel Irene	Pike	Barry
Walker, Florence P	Logan	Lincoln
Walley, Edith Gray	Macon	Decatur
Wallin, Marie Elizabeth	Logan	Lincoln
Wallrich, Anna Josephine	Ford	Piper City
Walsh, Julia	McLean	Bloomington
Walsh, Marguerite	Iroquois	Ashkum
Walter, Elizabeth Gladys	Bureau	Ohio
Walter, Elsie	Vermilion	Danville
Want, Ruth	Greene	Greenfield
Ward, Leonora	Scott	Exeter
Warren, Gertie Mary	Piatt	Monticello
Washburn, C. Gail	McLean	Normal
Washburn, Edna Blackburn	McLean	Bloomington
Watson, Cecelia A	Livingston	Kempton
Watson, Maude	St. Clair	East St. Louis
Watts, Anna Lyle	Douglas	Fairland
Weber, Ella Julia	St. Clair	Belleville
Weber, Lois M	Grundy	Gardner
Webster, Aaro Vansant	Iroquois	Chebanse
Webster, Edith H	Franklin	Benton
Weinberg, Emma	Perry	Du Quoin
Weis, Lucy Dorothea	Kankakee	Reddick
Weisenborn, Birdella	Adams	Quincy
Welch, Lois	McLean	Bloomington
Wells, C. Velna	Peoria	Peoria
Wells, G. Mabel	Putnam	Magnolia
Wells, Lois Eleanor	Marshall	Toluca
Wells, Olive Lura	Scott	Winchester
Werner, Elsie A	McLean	Saybrook
Werries, Jette	Peoria	Peoria
Wesner, A. Gertrude	Knox	Williamsfield
Wheeler, Ethel Viola	Macoupin	Carlinville
Wheeler, Lillie M	Macoupin	Carlinville
White, Clara	Kankakee	Essex
White, Elsie Delsina	Iroquois	Martinton
White, Esther Marie	Sangamon	Auburn
White, Eva	McLean	Colfax
White, Flora	Henry	Geneseo
White, Florence M	Hancock	Carthage
White, Grace Ruby	Kankakee	Essex
White, Kate A	Kankakee	Essex
White, Lottie	Woodford	Washburn
White, Mary E	Clay	Flora
Whiteside, Leona A	Greene	White Hall
Whitlock, Versa	Jefferson	Dix
Wikoff, Bernice Pearl	Macon	Maroa
Wildman, Vera V	McLean	Bloomington
Wilkerson, Anna	McLean	Normal

NAME	COUNTY	POSTOFFICE
Wilkerson, Edith	McLean	Normal
Wilkinson, Marion	McLean	Bloomington
Willard, Annah	Logan	Elkhart
Willett, Emma	Marshall	Lacon
Willett, Helen Marie	Vermilion	Hoopeston
Williams, Flavia	St. Clair	East St. Louis
Williams, Hollena Bess	Madison	Edwardsville
Williams, Ruth P.	Vermilion	Danville
Williamson, May P.	Douglas	Tuscola
Williamson, Sue V.	Livingston	Forrest
Wilson, Anna	Mason	Manito
Wilson, Mrs. Pearl	Vermilion	Allerton
Wilton, Sadie Lee	Clinton	Carlyle
Winchell, Clare Idell	McLean	Normal
Winchester, Zella	Peoria	Elmore
Winter, Ruby R.	Pike	Pleasant Hill
Wirt, Florence Imogene	McLean	LeRoy
Wirt, Verna	McLean	LeRoy
Wise, Leah Hazel	Macon	Macon
Wolcott, Myra Emma	Livingston	Dwight
Wolf, Ida	St. Clair	Freeburg
Wolfe, Elizabeth	Montgomery	Walshville
Wolschlag, Edna L.	Peoria	Mapleton
Wonderly, Clara Gregory	McLean	Bloomington
Wood, Minnie U.	Greene	Corrollton
Woodward, Helen	Mason	Mason City
Woodward, Lucille	Mason	Mason City
Woolridge, Una L.	Greene	Kane
Worth, Helen M.	Adams	Quincy
Wright, Emma	McLean	Bloomington
Wright, Luru	McLean	Bloomington
Wurl, Mrs. Mabel	Adams	Quincy
Wylie, Clara	LaSalle	Utica
Wylie, Mary	LaSalle	Utica
Wynd, Florence M.	Logan	Mt. Pulaski
Yarcho, Harriet	Logan	Lincoln
Yates, Lois Louise	Peoria	Alta
Yeck, Lava	Woodford	Roanoke
Yelliott, Leta Althea	Pike	Pittsfield
Yoder, Ella Mae	McLean	Meadows
Yontz, A. Lois	Mason	San Jose
Youmans, Rhea	Peoria	Chillicothe
Young, Anna L.	Fayette	Farina
Young, Frances M.	McLean	Normal
Zah, Caroline	Logan	Mt. Pulaski
Zelle, Adah J.	Tazewell	Fremont
Zeller, Rosene	Morgan	Alexander
Zellhoefer, Lulu Elizabeth	McLean	LeRoy
Zerweck, Bertha M.	St. Clair	Belleville

NAME	COUNTY	POSTOFFICE
Zimmerman, Jessie	McLean	Saybrook
Zinn, Hattie Lucy	McLean	Bloomington
Zook, Marie	McLean	Normal
Adams, Clarence W.	Richland	Olney
Adams, Walter S.	Brown	Mt. Sterling
Adkins, Berthal T.	Jasper	Newton
Allison, Floyd C.	Iroquois	Onargo
Andrews, Harry	Marshall	Washburn
Aydelott, Clinton C.	Macoupin	Medora
Bain, Alva E.	Peoria	Glasford
Balding, Grant	Edwards	Albion
Barney, Pliny J.	Pike	Milton
Barr, Oren Augustus	McLean	Normal
Barton, William J.	Pike	Pleasant Hill
Bateman, Oliver W.	Mogran	Waverly
Baughman, Harry	Christian	Taylorville
Beckemeyer, Edward	Clinton	Beckemeyer
Bitner, Earl	Peoria	Glasford
Bivin, Ray L.	Macoupin	Palmyra
Blough, Adren	McLean	Hudson
Blue, Harry J.	White	Carmi
Boundy, Ralph Edward	McLean	Normal
Brandenburger, Alexander	St. Clair	New Athens
Branom, Fred K.	Morgan	Waverly
Branom, L. Roy	Morgan	Waverly
Branom, Mendell	Tazewell	Minier
Brew, Thomas	Pike	Pittsfield
Brian, Floid B.	Lawrence	Sumner
Bright, Leslie O.	Champaign	Foosland
Brown, George William	Greene	Roodhouse
Brown, Wesley	Jersey	Fieldon
Brown, Wesley O.	Ford	Clarence
Buckles, Omar Lee	Logan	Lake Fork
Bullock, Forrest M.	Woodford	ElPaso
Burt, Millard	Sangamon	Glenarm
Bussong, Wilbur W.	Madison	Trenton
Buzzard, Guy Ashton	Pike	Perry
Buzzard, Robert Guy	Lawrence	Sumner
Cade, Oscar S.	Greene	White Hall
Calhoun, Glenn H.	Marshall	Lacon
Calhoun, Verne	Marshall	Lacon
Carney, Leo	Ford	Guthrie
Carrington, John W.	Iroquois	Loda
Carroll, Daniel B.	Pike	Pittsfield
Case, Earl Clark	Lawrence	Sumner
Casey, William Cornel	Macon	Decatur
Chesnutt, John M.	Schuyler	Rushville
Chism, Chester W.	McLean	Normal
Clark, Daniel Aldrich	Logan	Mt. Pulaski

NAME	COUNTY	POSTOFFICE
Clark, James William	Macoupin	Carlinville
Cleary, Robert	DeWitt	Farmer City
Collier, Arnold D. E	DeWitt	Farmer City
Collins, Charles A	Pike	Pearl
Cooke, Edwin	Fayette	Vandalia
Cooper, Crit Melvin	McLean	Normal
Corrie, Leroy Ernest	Lawrence	Sumner
Cox, Clare Francis	Fayette	Vandalia
Cox, Fred Herbert	McLean	Normal
Graig, William Orlin	Livingston	Fairbury
Crundwell, Paul E	Marion	Iuka
Curry, John P	Piatt	Bement
Curry, Loren B	McLean	Towanda
Daily, Ross	Lawrence	Sumner
Dallstream, Andrew John	Vermilion	Hoopeston
Danneberger, Charles O	Shelby	Shelbyville
Davis, John D	Jasper	Newton
DeLand, Glenn A	Piatt	White Heath
Denman, C. Vern	McLean	Bloomington
Devore, Harmon	McLean	Lexington
Dickson, William J	St. Clair	Marissa
Diddle, J. H	McLean	Towanda
Dillon, Claire Dodge	McLean	Normal
Diver, Charles Lawrence	Lawrence	Sumner
Dye, Fred Lee	Woodford	ElPaso
Edwards, Forrest Glen	Peoria	Princeville
Eller, Walter, H	Tazewell	Peoria R. 34
Ensminger, J. Lloyd	Adams	Lima
Evans, Emerson	Piatt	White Heath
Fahrnkopf, Charles F	Edgar	Metcalf
Farnam, Herbert L	Mason	Manito
Felmley, John B	McLean	Normal
Feltes, John B	Bureau	Princeton
Finley, Thomas H	Randolph	Sparta
Fisher, Cloyd David	Piatt	Monticello
Francis, Harold K	Iroquois	Iroquois
Franke, Ralhp	St. Clair	Waterloo
Freeman, Edward S	Marshall	Varna
Garvin, Henry Barnette	Pike	Pittsfield
Gray, Richard R	Pike	Baylis
Green, Ernest	Bureau	Wyanet
Groppel, Louis E	Jersey	Otterville
Grounds, Earl E	Lawrence	St. Francisville
Grounds, Oral Frank	Menard	Petesburg
Gumm, Chester Earl	Menard	Petersburg
Gunnell, Johnston Myers	McLean	Normal
Gutteridge, Wilbur	Lawrence	St. Francisville
Hall, J Harvey	Macon	Niantic
Hall, Lewis T	Piatt	Monticello

NAME	COUNTY	POSTOFFICE
Hallam, Chester C	Livingston	Saunemin
Hardin, Wayne Earl	Piatt	Bement
Harding, J Harvey	Piatt	Moticello
Hardy, John E	Iroquois	Sheldon
Harper, E. Glenn	Peoria	Glasford
Harr, T. Leonadus	Macoupin	Palmyra
Harrell, Thomas M	Clay	Flora
Hartin, Fred	Clay	Xenia
Hemmer, William	St. Clair	O' Fallon
Hendrickson, Lewis	McLean	Normal
Hess, Earl Henry	Pike	Kinderhook
Hobble, Irl	Peoria	Glasford
Hodge, James Alexander	McLean	Danvers
Hoerner, Frank A	Will	Peotone
Honnecker, Armin	St. Clair	Floraville
Hooper, H. P	Pike	Pittsfield
Hooper, W. W	Pike	Baylis
Hudelson, Clarence	Pike	Chambersburg
Huffington, Herbert L	McLean	Normal
Hughes, Clarence O	Piatt	White Heath
Ireland, Jay	Lawrence	Bridgeport
Jacobs, Clifford D	Peoria	Trivoli
James, Henry C	Jasper	Bogota
Johnson, Griffith	Vermilion	Potomac
Johnson, Harper	Vermilion	Potomac
Johnson, Howard A	McLean	Normal
Johnson, John H	Peoria	Mapleton
Jonas, Adore L	Marion	Centralia
Jones, Harvey E	Pike	Baylis
Kasbeer, Harold John	McLean	Normal
Kendrick, James E	Logan	Emden
Kennedy, A		
Kettelkamp, Oscar	Christian	Pana
King, Chester Earl	Schuyler	Brooklyn
Kirkpatrick, Harold	McLean	LeRoy
Kurfman, Emery D	Pike	Baylis
Lancaster, Thomas J	Macoupin	Staunton
LaNoue, Raymond	Iroquois	Ashkum
Lansche, O. A	Macoupin	Brighton
Learned, Dana H	Woodford	Benson
Lehman, Paul H	McLean	Normal
LeMarr, Paul Earl	Macoupin	Palmyra
Lemme, William Burke	Montgomery	Ohlman
Lessig, George E	Calhoun	Brussels
LeNeve, Calvin E	McLean	Normal
Lewis, John W	Adams	Payson
Lindley, Clyde Elmer	Shelby	Windsor
Lindley, Robert J	McLean	Bloomington
Lish, William W	Grundy	South Wilmington

NAME	COUNTY	POSTOFFICE
Loveless, Jesse	Champaign	Fisher
Lutz, David Brenton	McLean	Bloomington
Lynn, William R.	Madison	Glen Carbon
McCoy, Charles	Peoria	Chillicothe
McCue, Thomas Edward	Sangamon	Williamsville
McDaniel, Elden M.	Peoria	Dunlap
McGinnis, John W.	Adams	Quincy
McLeod, John	Macon	Maroa
McNees, Donald E.	Jasper	Rose Hill
Maloney, Roy B.	Mason	Manito
Marley, Joseph Alexander	St. Clair	East St. Louis
Marquis, James G.	Piatt	Monticello
Marshall, Fred Lewis	Ford	Sibley
Marshall, George L.	Marshall	Toluca
Martin, Clifford	Tazewell	Mackinaw
Mayes, Ira E.	Macon	Harristown
Meaux, Lester	Pike	Milton
Miller, Fred M.	Sangamon	Williamsville
Miller, Louis E.	Monroe	Valmeyer
Mingers, Victor Albert	Woodford	Minonk
Miner, Stewart	Piatt	White Heath
Modglin, William Pleasant	Johnson	Grantsburg
Moore, Clifford W.	McLean	Normal
Moore, Floyd George	McLean	Normal
Moore, Frank Crigler	McLean	Normal
Moore, Fred H.	Piatt	Monticello
Moore, Harry George	Piatt	Monticello
Moore, Jefferson R.	St. Clair	Lebanon
Mulvaney, Roy	Marion	Patoka
Muskoff, Richard	St. Clair	East St. Louis
Myers, Harry Lee	Pike	Barry
Neathery, Floyd H.	Fayette	Vandalia
Neill, Ora E.	Peoria	Chillicothe
Nichols, Elzie	Piatt	Monticello
Nickell, Vernon Lewis	Livingston	Campus
Niece, Harry E.	Peoria	Elmwood
Nottmeier, Charles Lewis	Monroe	New Design
Opper, Walter E.	Putnam	Granville
Ortman, Elmer John	Iroquois	Chebanse
Otto, Haws	Marshall	Henry
Parr, Arthur E.	Peoria	Mapleton
Parrill, Dean	Fayette	Farina
Perry, Ray	Brown	Cooperstown
Perry, William	Iroquois	Watseka
Petty, Alvin French	Lawrence	Sumner
Petty, DeWitt Talmage	Lawrence	Sumner
Phelan, Arthur Hugh	LaSalle	Ransom
Phillips, Elmer G.	Richland	Olney
Pickens, Darwin C.	Jasper	Wheeler

NAME	COUNTY	POSTOFFICE
Pierce, Silas	Iroquois	Milford
Pilchard, Edwin I.	Piatt	Mansfield
Poplett, Ray Edwin	Ford	Guthrie
Powers, Jacob Orin	McLean	Normal
Price, Charles Earnest	Jasper	Newton
Primmer, George H.	Champaign	Mahomet
Ramseyer, Roy A.	McLean	Hudson
Reed, Floyd L.	Jasper	Wheeler
Reeve, J. Thomas	Peoria	Glasford
Reeves, Bert	Macon	Weldon
Reeves, Forrest C.	Iroquois	Milford
Reynolds, O. Edgar	Ford	Guthrie
Richison, Willard Emery	Iroquois	Iroquois
Riggs, Claude L.	Pike	Baylis
Ring, Eli Franklin	Richland	Noble
Robison, William J.	Piatt	Monticello
Roche, John William	Piatt	Bement
Rolley, Elias W.	Putnam	Magnolia
Russell, Kirke C.	Cook	Chicago
Sayler, Carl	Woodford	Washbrun
Scanlan, Chester J.	McLean	Bloomington
Schmidt, Daniel E.	Monroe	Hecker
Schneider, Henry F.	McLean	Normal
Schofield, Roy	Morgan	Waverly
Schubkegel, Erwin G.	St. Clair	Mascoutah
Schubkegel, Grover	St. Clair	Mascoutah
Scott, Winfield	Pope	Grantsburg
Scroggin, Arthur M.	Logan	Mt. Pulaski
Sebolt, Leslie	Logan	Elkhart
Selby, Leon Gaston	(Indiana)	Hammond
Seling, George Lewis	Tazewell	Green Valley
Sheets, Caony Frenzy	Piatt	Atwood
Shibe, Ray C.	Scott	Winchester
Shirck, Daniel	Peoria	Canton
Short, Lawrence Jasper	Greene	Carrollton
Sims, Earle	Macoupin	Palmyra
Skiff, Gilbert Sears	Jersey	Fieldon
Slack, Ellsworth O.	Jasper	Bogota
Smalley, Thomas Edward	Christian	Morrisonville
Smith, George A.	Macoupin	Bunker Hill
Smith, Joseph Nelson	(S. Dakota)	Pickerville
Smith, Oliver M.	Edgar	Hume
Smith, W. Carl	Scott	Winchester
Smith, Walter Grant	Iroquois	Claytonville
Snow, Ivan Harvey	Marshall	LaRose
Snyder, Robert	Logan	Mt. Pulaski
Spencer, Clyde	Greene	Roodhouse
Stacey, Walter M.	McLean	Glenavon
Stahlheber, Herbert A.	Monroe	Redbud

NAME	COUNTY	POSTOFFICE
Staker, Moses Roy	Tazewell	Groveland
Stevens, Earl Grover	Morgan	Murrayville
Stine, Harry	Lawrence	Sumner
Street, William McKinley	Morgan	Waggoner
Strong, Charles M.	Schuyler	Rushville
Stuart, Gustine Perry	Fulton	Lewistown
Suft, W. C.	Marshall	Sparland
Sweeney, William James	McLean	Bloomington
Taubeneck, Ignatius	Clark	Marshall
Teefey, Charles F.	Brown	Mt. Sterling
Thaxton, Norman E.	Christian	Taylorville
Tuggle, Larkin A.	Vermilion	Danville
Ullrich, Frederick Theodore	McLean	Normal
Varble, Ray Harry	Greene	Carrollton
Wagner, Arthur W.	Monroe	Hecker
Wall, Lemuel J.	Sangamon	Divernon
Watkins, Ferre Charles	McLean	Bloomington
Welker, Harry Linus	Menard	Greenview
Welsh, Michael C.	Knox	Williamsfield
Wheeler, J. Hardin	Macoupin	Carlinville
Whightsell, William Everett	Jasper	Newton
White, George	Pike	Pleasant Hill
White, Harvey T.	Greene	Roodhouse
Whiteside, Clarence	Greene	White Hall
Whitten, Nelson	(Ohio)	Belleville
Wiegand, H. W.	Calhoun	Brussels
Wiles, Willard Brooks	(Minnesota)	East Grand Forks
Wilson, Thomas Jefferson	DeWitt	Clinton
Wirth, Erwin Daniel	St. Clair	Waterloo
Wirth, Fremont P.	St. Clair	Waterloo
Woltzen, Edward H.	Woodford	Benson
Wrench, Marion O.	Piatt	Mansfield
Wurl, Otto A.	Adams	Quincy
Wurtzbaugh, Leroy	Lawrence	Chauncey
Wysong, Coleman G.	Macon	Maroa

SUMMARY OF ATTENDANCE FOR TWELV MONTHS ENDING

JUNE 6, 1912

Teachers College Graduates		6	
Undergraduates		17	
			23
Normal-school graduates		113	
Normal-school seniors (1912-13)		74	
Normal-school Juniors		207	
Normal-school sophomores		163	
Normal-school freshmen		143	
			700
Summer School 1910 First term	1348		
Summer School 1910 Second term	291		
		1639	
Attending both summer terms	137		
Different students in summer session		1502	
Attending regular terms and summer sessions.		160	
Students attending only in summer terms			1342
Total different students in Normal Department only			2065
High School course, Graduates	19		
High School course, Fourth year	4		
High School course, Third year	33		
High School course, Second year	32		
High School course, First year	67		
		155	
Transferd to Normal Department		5	
			150
Model School pupils	379		
Kindergarten pupils	49		
			428
Grand total of students and pupils belonging to the Illinois State Normal University			2643

SUMMARY OF ATTENDANCE BY COUNTIES AND STATES FOR THE YEAR ENDING JUNE 8, 1911

Students in Teachers College and Normal School

Adams	32
Bond	5
Brown	16
Bureau	15
Colhoun	5
Cass	8
Champaign	33
Christian	28
Clark	1
Clay	11
Clinton	10
Coles	1
Cook	10
Crawford	1
Cumberland	1
DeKalb	1
DeWitt	53
Douglas	5
DuPage	1
Edgar	9
Edwards	2
Effingham	2
Fayette	9
Ford	58
Franklin	2
Fulton	14
Gallatin	3
Greene	30
Grundy	20
Hamilton	3
Hancock	10
Henderson	2
Henry	11
Iroquois	62
Jasper	19
Jefferson	3
Jersey	7
JoDaviess	2
Johnson	1
Kane	3
Kankakee	22
Knox	20
Lake	5
LaSalle	24
Lawrence	45
Lee	4
Livingston	39
Logan	73
McDonough	1
McLean	382
Macon	56
Macoupin	54
Madison	24
Marion	18
Marshall	50
Mason	49
Massac	2
Menard	17
Monroe	5
Montgomery	14
Morgan	27
Moultrie	6
Ogle	1
Peoria	69
Perry	6
Piatt	57
Pike	73
Pope	4
Pulaski	2
Putnam	13
Randolph	7
Richland	15
Rock Island	2
Saline	2
Sangamon	32
Schuyler	7
Scott	11
Shelby	10
Stark	5
St. Clair	64
Stephenson	12
Tazewell	47
Vermilion	40
Wabash	7
Warren	1
Washington	2
Wayne	5
White	1
Whiteside	4
Will	18
Williamson	6
Winnebago	1
Woodford	56
Arkansas	1
Indiana	5
Iowa	1
Kansas	1
Kentucky	2
Michigan	2
Minnesota	1
Missouri	9
Ohio	1
S. Dakota	4
Wisconsin	3
Wyoming	1
Total	2065

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